

**Enhancing Lecturing staff morale at a Technical and Vocational
Education and Training College in Newcastle, KwaZulu- Natal**

by

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DECLARATION

I declare that “Enhancing Lecturing staff morale at a Technical and Vocational Education and Training College in Newcastle in KwaZulu-Natal” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature:

Date: 21 /09 / 2017

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DEDICATION

This study is dedicated to my beloved wife, Shirlini Rampersadh, daughters Yasheera, Samiksha, Terisha, sons in law Vishay, Aandil and grandchildren Prayush, Deepti and Aaryahi who were the greatest source of inspiration as I persevered with this study. Without their continued support, encouragement and understanding, I doubt I would have completed this dissertation.

May they be blessed!!!

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TABLE OF ABBREVIATIONS AND ACRONYMS

CM:	Campus Manager
DHET:	Department of Higher Education and Training
ELRC:	Education Labour Relations Council
ERG:	Existence-Relatedness-Growth
FET:	Further Education and Training
HOD:	Head of Department
HR.:	Human Resources
ICASS:	Internal continuous Assessment
IQMS:	Integrated Quality Management Systems
ISAT:	Integrated Summative Assessment Task
NATED:	National Training & Education Department
NCV:	National Certificate (Vocational)
NPDE:	National Professional Diploma in Education
NQF:	National Qualifications Framework
SRC:	Student Representatives Council
TVET:	Technical and Vocational Education and Training
P.M 1	Programme Manager One from Campus One
P M 2A	Programme Manager A from Campus Two
PM2B	Programme Manager B from Campus Two

ABSTRACT

The study was conducted to determine strategies that could be used by relevant managers and authorities in promoting the morale of lecturers at a TVET College, in Newcastle, KwaZulu-Natal. A qualitative research design and methodology was used to gather data from semi-structured interviews with the participants by means of two focus groups of six lecturers each and face to face interviews with the three programme managers. Purposive sampling was used to select the lecturers from the two engineering campuses of the sampled college. Data were constantly compared and analysed using the constant comparative analysis of data.

The study found that aspects that contribute to low morale exceed those for high morale in the sampled college. Therefore, by studying the results obtained from the data, it can be deduced that lecturers at the College are not content with the current working conditions and the senior management style of the college.

It is the duty of managers to consider the holistic welfare of employees. This is necessary for the creation of a suitable workplace for all staff of the college. To achieve this, supervisors and lecturers need to know what aspects influence staff morale. Henceforth, this study focused on effective strategies and recommendations that could be implemented to promote the morale of lecturers at the college.

Keywords:

Sampled college; Staff morale; Focus group One; Focus group Two; Programme Manager ; Technical and Vocational Education ; Campus One; Campus Two;

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CHAPTER ONE

RESEARCH BACKGROUND AND INTRODUCTION

1.1.1 Background

The White Paper for Post-School Education and Training (2013), states that the priority for the Department of Higher Education and Training (DHET) is to capacitate and grow the Technical and Vocational Education and Training (TVET) sector. This is so they can attract a larger share of the learners when they exit the schooling system (Department of Education, 2013). As the college system grows, increasing learner enrolments should not result in higher lecturer to learner ratios that will demotivate lecturers. Skaalvik & Skaalvik (2011) note that the lack of support and motivation in a professional climate is related to low morale and reasons to vacate the lecturing profession. Jacobs & Roodt (2008) discovered a correlation between employee turnover intentions, knowledge sharing organizational commitment, organizational citizenship behaviour, job satisfaction and organizational culture. Kane-Urrabazo (2006) believed that a satisfactory work environment can be created by the employees when an organisation possesses a healthy culture and thus has a positive attitude towards employee work. Meanwhile, Greenberg & Baron, (2003), argue that when staff see their managers as impartial, knowledgeable and genuine, their degree of job satisfaction increases, as compared to employees who regard their managers as partial, lacking capacity and not caring about the welfare of staff. When lecturers have a positive outlook or strong feelings about their duties, these qualities are said to describe a satisfied dimension (Organ & Bateman, 1991).

The lack of motivation and disillusionment by the lecturing staff further threatens the survival of the College as motivated and dedicated lecturers may leave the profession as a result of this. This was supported by observations and informal conversations by the researcher with other lecturing colleagues. Generally, the majority of the lecturers indicated that they were experiencing low levels of morale at the college. Peer-reviewed articles from journals associated with lecturer morale were examined to get a better understanding of the consequences and causes of low morale and to explain the theory of motivation related to lecturer morale. The resources that this researcher used to

develop this literature review included peer-reviewed journals and articles, the Internet, primary sources found in Walden's databases, ERIC, Academic Search Premier and EBSCO. The researcher obtained article sources mostly from digital and print resources published between 2000 and 2015, with the exception of some theories of motivation and hierarchy of needs model published from 1943 onwards. There are references that are relative to support the broad problem of morale.

1.1.2 Introduction

With five campuses in Newcastle, Northern KwaZulu Natal, a Technical and Vocational Education and Training College (TVET), offers a broad range of vocational and occupational programmes in various fields of study, including Engineering, Hospitality, Tourism, Business Studies (Finance, Economics and Accounting), Office Administration, Education, Information Technology and Safety and Security. Any institution that is concerned with imparting knowledge must have a suitable environment in which the members of staff feel proud to belong to. To maximise on efficiency and cooperation from staff, various factors should be taken into account such as job security and working conditions. Bowles & Cooper (2009) assert that staff morale may be defined as the state of psychological wellness of an employee, as a result of a feeling of confidence, usefulness and purpose. Staff morale as per Baltes, Huff, Young, Altmann, Parker, LaCost & Roberts (2003) is employee attitudes, motivation, and job performance. On the other hand, Jaskyte & Lee (2009) associate it with organisational commitment.

In the educational environment, staff morale is important to ensure that lecturers perform optimally at all times, for learners' certification rates to be improved. Creating a suitable learning environment helps colleges to focus on providing a holistic educational programme in which lecturers and learners become active participants. This study examines the factors that could enhance lecturing staff morale at two engineering campuses in Newcastle. The researcher strived to find key strategies that may be implemented to enhance morale and improve the learning environment.

This study was identified because of factors such as the perceptions of management staff, of which the researcher is a member, and therefore aware of these perceptions at a TVET College. These perceptions are of a decrease in lecturer morale and an increase in lecturers' turnover, which indicate poor motivation and low morale at the college. This chapter comprises of the introduction and background, literature review, the statement of the problem, research questions, aim and goals of the study, the methodology and research design and the chapter layout.

1.2 LITERATURE PREVIEW

This literature preview is a precursor to the literature review which is presented in detail in Chapter two. Chapter two further highlights the importance of enhancing lecturer morale in the college which was the main purpose of this study. It reflects on why morale has such an important impact on the college. This was explained more explicitly, by discussing the various definitions by different researchers and theorists. It was also important to understand what aspects of a lecturer's job influenced staff morale; lecturers' work morale could either be high or low. Francis (2010) maintains that high morale leads to sound discipline, a high degree of interest in the job and loyalty to the organisation. As per Bowers, Allan, Jones, Simpson & Whittington (2009), high staff morale can be linked to a working environment that is stable, managers who offer support to their staff and provide them with unambiguous job descriptions, meanwhile poor staff morale can be linked to high use of undesirable language, an atmosphere of violence and staff being disillusioned. Motivation is one of the best ways for an organisation to achieve its goals. Horwitz et al. (2003) feel that staff is motivated by challenging work.

The following motivation theories were also discussed in detail in Chapter Two.

- Theory of Need by Abraham Harold Maslow's (2001) ;
- Alderfer's Existence-Relatedness-Growth (ERG) theory (1969);
- Theory X and Theory Y by McGregor (1960); and
- Frederick Herzberg's Hygiene and Motivational Factors Theory (1959).

1.3 PROBLEM STATEMENT

The perceptions of management staff, of which this researcher is a member at the sampled college, which further threatens the survival of the College as motivated and dedicated lecturers may leave the profession. This implies that high lecturer morale is necessary to achieve progress, in the college, for the benefit of staff, employers and learners. Hence the problem is perceived to be low lecturer morale, poor motivation and an increase in lecturer turnover.

1.4 MAIN RESEARCH QUESTION AND SUB-QUESTIONS

How can staff morale be enhanced at a TVET College, in Newcastle, Northern KwaZulu-Natal?

1.4.1 Sub-questions

- What are the lecturers' expectations regarding staff morale and how can it be enhanced at the college?
- Are the strategies currently in place enhancing or lowering the morale of lecturers?
- What are the key strategies that could enhance the morale and the college campus working environment at a TVET College in Newcastle, KwaZulu Natal?

1.5 THE RESEARCH OBJECTIVES AND AIMS OF THE STUDY

1.5.1 The Research aim:

The primary objective of the study was to reveal what influences staff morale at a TVET College, and strive to find key strategies to enhance morale at the college campus .

1.5.2 The Research objectives:

- To determine how lecturers expect to be managed or treated and what could be done to enhance the morale in future.
- To determine what the current position is.

- To provide suggestions and recommendations to enhance morale to the relevant authorities.

1.5.3 The value of the research

It is the duty of managers to consider the overall welfare of employees. This is necessary for the creation of a suitable workplace for all staff of the college. To achieve this, supervisors and lecturers need to know what aspects influence staff morale. Lau (2013) expresses a need for educators to become successful change agents. According to Willis & Varner (2010), it is important that educators identify what affects morale. The inputs from lecturers offered in-depth understandings, to what they believe are contributing factors to low morale and strategies to enhance lecturer morale. The value of this study was to assist managers of the sampled TVET College by presenting recommendations and suggestions on how to enhance morale at the college.

1.6 RESEARCH METHODOLOGY AND DESIGN

1.6.1 The Research Paradigm

Briggs, Coleman & Morrison (2012) state that research paradigms are assumptions or beliefs that researchers use to interpret research information that is gathered from research and changing it into implicit data. Somekh & Lewin (2005) maintain that a paradigm can be defined as a study approach where a unified framework of truth, interpretations of knowledge, the nature of being and values are provided. According to Taylor, Kermode & Roberts (2007), a broad view of something can be said to be a paradigm. Weaver & Olson (2006) additionally state that paradigms are sets of practices and beliefs which control the enquiry into a discipline by providing frameworks, lenses and procedures as a means of accomplishing an investigation.

This research followed an interpretive qualitative paradigm. As per Terre Blanche & Durrheim (2008), the researcher's reason for using the interpretive qualitative paradigm is to understand complex situations. Mouton (2009) asserts that the qualitative paradigm is used to get people's insider views of the world and their personal experiences in the

environment where they meet with each other. Durrheim, Terre Blanche & Painter (2006) maintain that the qualitative researcher studies events or occurrences in their own environment, where they can understand the experiences and feelings as they take place in reality. Some of the challenges experienced by the researcher by using the Qualitative paradigm were:

- Lecturers were called out of the interview to carry out urgent duties or answer phone calls by their supervisor. This caused a delay to the scheduled times.

The researcher managed this situation by carrying on with the interviews and allowing the temporarily absent lecturers to give their inputs by repeating the questions to them on the interview schedule when they returned.

- The analysis of the data was comparatively more difficult as some lecturers strayed of the topic to relate personal issues and their good working conditions at previous companies.

As the interview was semi-structured and open-ended, I also had to re-schedule times to accommodate these participants.

The study was conducted among lecturers and programme managers in the two engineering campuses of a TVET College in Newcastle. This will be elaborated upon in greater depth in Chapter 3.

1.6.2 The Research Approach

The researcher's intent in the qualitative approach of this study was to gather in-depth information concerning lecture morale at the college, by taking the individual experiences of participants into account. Qualitative research permits researchers to gain a deeper understanding of a problem (Creswell, 2012). In addition, the purpose of gathering qualitative data was to develop an appreciation of specific factors that impact lecturer morale from the participants' perspective and not from the viewpoint of the researcher. (White, Polly, & Audette 2012).

The study used focus group semi-structured interviews with lecturers and face to face semi-structured interviews with programme managers. McMillan & Schumacher (2006) assert that in qualitative research, an inquiry is often done where the researcher gathers data relevant to the study, in a face to face interview by interacting with the selected persons in their environment. Hence, qualitative researchers want to make sense of the meanings which people have attached to their understanding of the world and their life experience in the world (Merriam, 1998). The purpose of these interviews was to gather more data for this study and to supplement the information obtained from reviewing the literature. During these interactions, a voice recorder was used to record the information gathered.

1.6.3 Population and Sampling

Leedy & Ormord (2000) argue that the population is usually a homogenous set of people, appearing in different ratios in the population, who have similar group characteristics, but which are as heterogeneous as those found in the overall population. For this research, the population was drawn from the lecturing staff of the two campuses of a TVET College in Newcastle.

The purposive sampling procedure was chosen for this study. According to McMillan & Schumacher (2001), purposive sampling involves searching for knowledgeable individuals or groups, events and places, which will relate to the topic under study. In the research, the selected participants were chosen because of their vast experience and knowledge about the sampled campuses. Cost and time lost during the study should be taken into account when sites are selected in qualitative research (Strydom & Delport, 2011). Based on convenience, the research participants were drawn purposefully from the campuses where they worked, and also interviewed there.

The duration of the interview and feasibility was considered when determining the number of participants for this study. Twelve lecturers and three programme managers from the two sampled campuses were selected. The two programme managers at Campus Two and one programme manager at Campus One, were personally interviewed in their

offices on their site. The two focus group semi-structured interviews were conducted at the two campuses and comprised of six lecturers in each cluster. These engineering campuses were selected as they have the most number of lecturing staff. It was perceived by the management staff that these two campuses had the most number of employees that were dissatisfied and demotivated.

Any lecturer, male or female, who had taught for at least five years in a post-school vocational environment was eligible to participate in the focus group interviews. This was done so that each of the faculties on these campuses was given the opportunity to provide input into the discussions that were backed by many years of personal experience.

In cluster 1, six lecturers from Campus 1 participated in the focus group interview at Campus 1, which comprised of two lecturers from Safety and Society Faculty, two lecturers from the Mechanical Faculty and two lecturers from the Fundamentals Faculty. These are the primary programmes offered at Campus 1.

In cluster 2, six lecturers from Campus 2 participated in the focus group interview at Campus 2, which comprised of two lecturers from the Electrical Faculty, two lecturers from the Agriculture Faculty and two lecturers from the Civil Faculty. These are the primary programmes offered at Campus 2.

1.6.4 Data Collection

Henning et al., (2004) argue that one of the advantages of using interviews is that the researcher can personally interact with the interviewees and hear what they say about themselves. The researcher can then form a broad outlook about certain types of human conditions and experience. Primary data were obtained by conducting face to face, semi-structured interviews with programme managers, while lecturers from Campus One and Campus Two participated in the two focus group semi-structured interviews. For consistency of the measuring instruments, the same questions were posed to all the participants. An interview guide consisting of a list of questions with broad themes that were linked to the research question and sub- questions in this study, was utilised to generate data. The interviewing pattern was flexible and varied between the different

interview sessions. Questions were open-ended and this encouraged open and free and responses from the participants. When clarification on interviewee responses was required, probing questions were used to obtain clarity. Participants were visited by the researcher at their work place. A voice recorder was used to record the interviews which were then transcribed, after all the interview sessions were completed.

1.7 CONSISTENCY AND INTEGRITY OF THE RESEARCH

The safeguarding of the participants' interests and welfare was an important ethical consideration in the inquiry. The way in which the data trustworthiness was determined in this research is discussed below.

1.7.1 Trustworthiness

When a measuring instrument is used to measure the same thing repeatedly and yields the same results, the terms used to describe this instrument is reliability and dependability. That is to what degree can the instrument can be depended upon to generate the same results (Maree, 2011; Terre Blanche, Durrheim & Painter, 2006). In a qualitative study, reliability depends on the accuracy of the research methods when data is gathered and analysed. Numerous strategies can be used to explain the degree of deviations by arranging trustworthiness through strategies such as: maintaining a transparent audit trail of the study, verifying that the interpretations are correct and that there is triangulation. In this research, trustworthiness was maintained by keeping a transparent audit trail with details how the research was conducted. The participants were promised that their anonymity and identities would be protected. Before the interviews commenced, the researcher also reviewed the consent forms which were distributed to the participants before the interviews, concentrating on confidentiality and enquiring about any clarification that was needed at any point.

1.7.2 Credibility

Credibility refers to internal validity. It is the manner in which researchers construct all accumulated knowledge and the views expressed by the participants in the study (Guba & Lincoln, 1989). For this inquiry, the objectives of the investigation were discussed with

the participants, and they were requested to support the inquiry. Henceforth, in this case, credibility was more interpersonal and personal rather than methodological (Reason & Rowan, 1981). Extended periods of interaction also help in enhancing credibility by being transparent and honest; a position of trust with the participants was created. A detailed description of the research process which includes venues and context of the study, is given by the researcher, so that the reader may determine the extent to which the study results are credible and trustworthy.

1.7.3 Transferability

In a qualitative study, the degree to which data is associated with generally accepted meanings of a certain concept, is described as validity and can also be interpreted as transferability (Tshubwana, 2007; Babbie, 1995). This means that the events described should precisely indicate proper use of the instrument, collection of data, conclusions reached and discussions on what was reached.

Internal validity of the research determines whether the findings of the researcher are true or not. For this research, internal validity was obtained by the investigator through conducting focus group and face to face semi-structured interviews, with the lecturers and the programme managers respectively at the two engineering campuses. The researcher asked relevant questions pertaining to the topic under study and also probed where necessary, to get a clearer picture of the events at the college. In order to ensure that the findings are authentic, internal and external moderators should conduct an evaluation of the validity of the findings. (Creswell 1994; Tshubwana, 2007)

1.7.4 Confirmability

Confirmability refers to objectivity in this study, which is concerned with verifying that the data and interpretations of the study were conducted with an open mind (Schwandt, 1997). Confirmability was assessed by finding the degree to which participants' life experiences matched those of the broader staff population (Schwandt, 1997). The dependability or confirmability of this qualitative research was assessed through auditing, for example, by the research supervisor. Lincoln & Guba (1985) and Schwandt (1997)

state that it is a procedure where the supervisor examines the audit trail of the researcher. In this research, the audit trail that was maintained by the researcher included participants' recordings and details, notes on the inquiry protocols, interview transcripts and explanations. The research supervisor also acted as this study's auditor; reviewing the methodology, data analysis for applicability and consistency and suggesting corrections and improvements where necessary. Being a staff member at the same college as the participants, the researcher assessed his experience to share towards the research, without imposing his beliefs on the research.

1.8 THE ETHICAL CONSIDERATIONS

Issues linked to ethics in all studies where people are involved must be given considerable attention. As the nature of qualitative study comes with additional complications, Oka & Shaw (2000) state that researchers doing qualitative studies should concentrate on such ethical issues which include, informed consent, confidentiality and emotional safety. Researchers should, at all times, strive to maintain objectivity and integrity in conducting of scientific research.

The researcher observed the above ethical principles by taking the following measures, (Ref, Appendix 3)

Permission was requested from the Principal of the sampled TVET College involve the college in the study. Ethical clearance was obtained from Unisa to proceed with the study. All participants signed letters of consent and assent, granting the researcher permission to involve them in the study. Participants gave the researcher permission for interviews to be recorded. Participants were informed that they were free to withdraw from participating in the study any time if they felt like doing so. Participants were also assured of the anonymity and confidentiality of the information that was collected during the interviews.

The researcher maintained integrity and objectivity when conducting the research and results or findings were not manipulated and plagiarism was not allowed. The findings

and confidentiality of the study, together with the identities of the respondents must be protected, as these are ethical issues that had to be considered. (Maree (2011)

1.8.1 Confidentiality

For any research to be successful, the issue of confidentiality is always an essential requirement. As Oka & Shaw (2000) rightfully state, people will not voluntarily reveal emotions, personal details and opinions publicly, if their names are disclosed. Therefore as a researcher, and this applies to respondents as well, keeping all the interviewees' details and responses confidential is a necessity to achieve a credible research. Berg (1998) argues that safeguarding confidentiality may not be possible in small cities, as people may easily associate names of events and places, thus endangering the interviewees' lives. For this reason, Oka & Shaw (2000) request the researcher to change certain facts in the study, without distorting the main essence of the report, to protect the identities of the respondents.

In this study, the findings and confidentiality of the research, together with the identities and informed consent of the respondents were considered as a critical issue. This was achieved through requesting and obtaining letters of consent and permission to carry out the research from all the relevant role-players, authorities and departments involved. To safeguard interviewees' from any harm, their anonymity, privacy, confidentiality, safety, physical and emotional wellbeing was maintained (Mouton, 2009).

Information gathered by the researcher from the interviewees during this study was regarded as confidential. Thus he ensured that the data were securely stored in a safe place.

1.9 PRELIMINARY CHAPTER OUTLINE

CHAPTER 1: In Chapter One, the introduction and background of the study and the challenges facing the college are discussed. It comprised of the aims and goals, the motivation to conduct this study, the scope of the research, the methodology and limitations of the study.

CHAPTER 2: In Chapter Two, the literature review reflects on the necessity of enhancing lecturer morale in the college. It highlights why morale and satisfaction at the college are so important for the efficient operation of the college. Definitions by various theorists and researchers are discussed and this helped to understand the concepts, morale and job satisfaction more clearly. The following theories of motivation, which were applicable to this research, were also discussed: Abraham Harold Maslow's Theory of Need; (Armstrong, 2001); Alderfer's Existence-Relatedness-Growth (ERG) theory); Herzberg's Two Factor Theory and McGregor Theory X and Theory Y: Vroom & Deci.(1970)

CHAPTER3: Chapter Three concentrates on the research design and methodology and it incorporates the instrument guide, layout of the questionnaire, the population, the sampling process, the data collection process and data analysis.

CHAPTER 4:

Chapter Four consists of presentations and discussions concerning the findings of the study on staff morale.

CHAPTER FIVE:

Chapter Five concentrates on the closing remarks, recommendations and limitations of the study.

1.10 Conclusion

Chapter one discussed the introduction and background to the study regarding staff morale at a TVET College, in Newcastle, KwaZulu-Natal. It comprised of the aims and objectives, the motivation to conduct this study, the scope of the research, the methodology and limitations of the study. The next chapter will highlight literature associated with this topic.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter discussed the background of the research and the problem under study. It comprised of the objectives, justification and the scope of the study, limitations and the methodology.

This chapter provides an explanation of the main concepts and the literature study's review. It also reviews the literature of four motivation theories: McGregor's theory X and Y, Abraham Harold Maslow's theory of needs, Herzberg's Theory of Hygiene and Motivational Factors and Alderfer's Existence-Relatedness-Growth (ERG) theory and important concepts of motivation, extrinsic motivators, intrinsic motivators and job satisfaction. This section reveals what can be done to motivate workers to perform so that organisational objectives and goals are achieved.

2.2 STAFF MORALE

Different authors have defined staff morale in various ways. For this study, the definition of staff morale will first be discussed, followed by the benefits of high staff morale and job satisfaction in the workplace, together with the causes of low staff morale. Furthermore, this chapter discusses ways of improving staff morale.

2.2.1 Definition

Bowles & Cooper (2009) assert that staff morale may be defined as the state of psychological wellness of an employee, as a result of confidence, usefulness and purpose. Ngambi (2011) also refers to staff morale as the confidence and level of self-assurance experienced by an employee or a group of employees. Additionally, he further states that staff morale in the workplace is influenced by a combination of related factors such as changes in the internal and external environment as well as the leadership approach taken in responding to these challenges. Schaefer (2012) defines staff morale as a feeling that is more than just 'feeling good'. According to Fard, Ghatari, & Hasiri (2010) staff morale is an "attitudinal and relational response" of staff to job status, which influences their behaviour inside the organisation. Staff morale as per Parker, Baltes, Young, Huff, Altmann, LaCost and Roberts (2003) is employee attitudes, motivation, and

job performance. Additionally, Jaskyte and Lee (2009) associate staff morale with organisational commitment.

The researcher is of the view that morale is related to attitude; mental and emotional wellbeing of the lecturer to the work he or she is required to perform at the college. Good morale is a state of wellbeing that arises from a feeling of purpose and confidence in the future. The researcher also believes that good morale depends on the role of conception, performance and satisfaction. Morale is closely related to self-respect, which in turn, contributes to a positive self-image (Haddock, 2010). The researcher further states that morale is how lecturers feel about their work and the college. If morale is low, participation is likely to be limited to doing what is required only. Conversely, high morale suggests that lecturers participate with enthusiasm and a sense of commitment (Finger, 2005, David & Gary, 2010)

2.2.2 Benefits of High Morale

Lecturers' work morale could either be high or low. Francis (2010) maintains that high morale leads to sound discipline, a high degree of interest in the job and loyalty to the organisation. As per Bowers, Allan, Simpson, Jones, Whittington (2009), high staff morale has been associated with workplace stability, supportive managers and clear job descriptions. On the contrary, low staff morale has been associated with high levels of verbal abuse, risk of violence and workers feeling disillusioned.

Bowles & Copper (2009) state that high staff morale results in minimal unnecessary workplace incidences, reduced staff absenteeism and less organisational stress. Millet (2010) gives reasons for enhancing staff morale, which include increased productivity, improved performance, reduced absenteeism, creativity and greater efficiency at the institution.

Masin (2010) adds that benefits of high morale include improved communication, low attrition rate, high retention rate and an innovative organisation. While Kinjerski & Skrypnek (2006) state that high staff morale promotes employee satisfaction, reduces

absenteeism, creates positive attitudes among staff, leading to job commitment and improved job performance in the organisation.

At the college, this implies that high morale can result in lecturers coming to work on time, improved communication, improved recruitment and retention and workplace stability. The researcher is of the view that high morale can energise and improve productivity of lecturers and create a suitable teaching and learning environment at the college. It is necessary to determine the effects and causes of morale so that it can be managed effectively.

2.3 CAUSES OF LOW MORALE

The findings of a survey conducted by the Education Labour Relations Council (ELRC) (2005) revealed that teachers appear to be exiting the profession in large numbers. It is alleged that some of the primary reasons that were suspected for this exodus included low morale and job dissatisfaction. Stevens (2009) identifies other factors as causes of low morale, such as, no career or succession plan in place, lack of proper delegation of authority and lack of proper communication. As per Dye & Garman (2006), other reasons for low morale include negligent welfare practices, rigid working conditions, lack of confidence in management, retrenchment conflicts when staff is being laid off, high staff turnover and ambiguous job descriptions. Hatton, Emerson, Rivers, Mason, Swarbrick, Kiernan, Reeves & Alborz (1999) maintain that low staff morale is linked to poor performance, which is often manifested by factors such as high level of absenteeism and turnover.

According to Lumsden (1998), lecturers usually carry heavy workloads and feel that there is insufficient time during the day to complete most tasks. This is partly because they are inundated with directives, assessments, new curricula, and an increasing amount of mandatory paperwork. This often results in low levels of lecturer morale. According to Drew (2011) leaders who practise bad or immoral behaviour do not serve as role models for staff to emulate and negatively affects staff morale and productivity in the workplace. Also, where career progression and succession planning are not in place at the

campuses, thus elevating the level of risks when managers, who are unfamiliar to the organisation culture, have to be recruited externally, to fill vacant posts. He further states that considerable departmental infighting for shared resources occurs. Fathaniy (2011) maintains that the human resources department should influence employees' morale, satisfaction and commitment through enabling staff to obtain new competencies, resulting in higher levels of productivity and efficiency in their jobs. He further states that staff should be developed so that they are able to progress in their careers. Briggs & Richardson state in Noordin & Jusof (2009) that when management takes decisions without seeking or incorporating lecturer inputs, lecturers become demoralised, feeling that their inputs are not valuable. This could lead to a lack of motivation to support any decisions taken by management.

At times inputs from lecturers for instance, to postpone assessments for more work to be covered with students for a more accurate reflection of the internal continuous evaluations, are not considered when decisions are taken by management at the college. This is because of time constraints to meet the due dates of the DHET year plan. Most of the above causes of low morale are similar to what some disgruntled lecturers mentioned to the researcher during his informal interaction with them. concerns.

2.3.1. Leadership

Haddock (2010) asserts that when an organisation is led by inexperienced or poorly trained management, low staff morale is usually experienced by the employees. He further states that leaders are supposed to lead by example in the workplace, regardless of their status or position, by setting positive examples for staff to emulate. Bondesio, Musaazi and Fullan (2001) maintain that it is the leader's most important responsibility to support the professional development of their lecturers by focusing on aspects such as professional development of lecturers through relevant seminars and workshops and acknowledgement of any good work done by them.

Although the college partially supports the lecturers towards their studies, this is insufficient and therefore some lecturers are still not professionally qualified as they cannot afford to advance their qualifications. The lecturers often complain that they are

not recognised for the extra work they sometimes do, which is not part of their job description, such as assisting the short-staffed administrative department.

2.3.2. Accountability

According to Haddock (2010), if an organisation's status is tarnished by a previous management team, and if steps are not taken to rectify this, then this could lead to low staff morale. He also asserts that when new management takes over, they should try to restore the institution's former standing and be accountable to all stakeholders.

The staff feels that senior managers are not concerned about them and do not even visit the campuses to see for themselves what the working conditions are in the classrooms and workshops.

2.3.3 Lack of Appreciation

Haddock (2010) maintains that staff performs at peak levels and deliver the desired results if they are recognised and appreciated. When staff feel unappreciated in the workplace, their level of productivity decreases.

At the college, if lecturers are excluded by management when matters affecting their work environment or involving college improvements are discussed, the lecturers then feel that, since they were not consulted, their inputs are not necessary or appreciated.

2.3.4 Lack of Progression

According Haddock (2010), all staff who are on the bottom rung of their career paths are seeking opportunities to further their careers. They usually become demotivated in organisations where there are limited prospects for advancement. Most employers recruit from outside the companies and the internal employees end up losing opportunities for progression.

This is quite true at the College, particularly when some staff work on trimester, semester or annual contracts. Once their contract expires, there is no guarantee that they will be re-employed. Even if they are re-employed, they do not have the motivation to better their qualifications, seeing that they are temporarily employed, depending on the number of students enrolled at the campus. Further, it is usually permanent staff or external recruits that are often used to fill promotional posts.

2.3.5 Communication

Haddock (2010) argues that low morale exists if management does not disseminate significant work - related information to staff. Such situations deteriorate further if the media reports on issues in the company before staff are even aware of them. According to Bowles & Copper (2009), most employees' morale decreases because most information about the organisation reaches the media before it reaches them.

O'Maolalaidh (2000) states that poor employee communication leads to a lack of understanding on work related activities, poor work relations with superiors, insufficient appreciation of excellence and low staff morale. Haddock (2010) maintains that problems regarding communication can be overcome by addressing barriers to communication, lack of trust, disagreements and lack of understanding problems in the organisation. Norman (2012) asserts that employers should be transparent when dealing with staff, in order to enhance morale, as staff seeks more from the employer, not only a higher salary but also greater personal and job satisfaction. Companies that are horizontal in communicating information to their staff usually display high staff morale than those that use vertical hierarchy communication. According to O'Maolalaidh (2000), managers need to communicate in an effective and efficient manner with staff, especially when developing strategy and organising resources for the organisation. Organisations are more effective if communication flows between lower and upper levels of staff in the form of letters, company newspapers and policy statements.

This is also the case at the TVET College where relevant information does not always filter down to the lecturers. It is usually the heads of the various faculties who are informed

by senior management to disseminate information to lecturers in their faculties. They either forget at times or perhaps they select what information they need to impart to staff. Often, requests for documents and statistics to be sent to the DHET by the central office, reaches the campuses very late, almost on the DHET due dates and this places lecturers under stress to supply the documents almost immediately. This leads to a lot of unhappiness among lecturers in the campuses.

2.3.6 Lack of Clear Vision

Haddock (2010) states that staff become confused if they do not know what their role in the organisation is, and what tasks to perform, or do not understand the vision of the company. According to O'Maolalaidh (2000), organisations that do not have policies in place have no detailed guidelines for their staff to follow.

Usually at the college, lecturers in campuses are briefed about the policies by their faculty heads, after which the policies are filed and not readily available to lecturers. Policies should be readily available to staff so that lecturers are appropriately guided when they require information such as information regarding assessment and moderation policies.

2.3.7. Job Security

Haddock (2010) asserts that when employees sense that their positions are at risk, their morale and productivity in the workplace decreases.

Bowles & Cooper (2009) states that employees often feel insecure in the organisation if they are not informed of decisions concerning their future in the jobs. Linz, Petrin and Semykina (2006) claim that challenges such as non-payment of wages, loss of benefits and a decrease in staff morale often lead to staff exiting the organisation.

As stated earlier, this is quite true at a TVET College in Newcastle, KwaZulu Natal, particularly when some employees work on trimester, semester or annual contracts. Once their contracts expire, there is no guarantee that they will be re-employed. This threatens their job security and may lead to low morale.

Bowles & Cooper (2009) highlight factors that influence employees' morale in the workplace. These include compensation and benefit, career development and working conditions. Fathaniy (2011) also maintains that if employees are unfairly compensated, they look for alternate employment. He further asserts that staff needs to be given opportunities to progress in their careers. Employing external staff, rather than developing those already in the organisation, is a contributor to low morale.

This is true at the college where lecturers and management have been paid the same overtime rate without any increases for more than five years. The rate is also very little compared to other TVET colleges. This results in the management working overtime and being paid less than their normal working rate. The college feels that it is better to employ a suitably qualified person rather than to send all unqualified staff for training. With the assistance of education bursaries, some employees pursue further education.

At the college, resources and infrastructure such as tools, equipment and working space are at times inadequate for all employees to complete their tasks at campuses simultaneously. As a result of inadequate infrastructure, two shifts run at the campuses to accommodate all the learners.

Drew (2011) states that employees who are in the organisation for a longer period, do not usually leave because of work conditions, but rather because of the management style used at their institution. He further states that new recruits become bored and exit the organisation as soon as they see no improvement in the institution's management style.

This is also true at the college where many demotivated lecturers now perform their bare minimum that is required in their classes while looking for employment in other industries.

2.3.8 Commitment

According to O'Maolalaidh (2000), staff commitment, effective communication, equal reward system and promotion from within the company improves staff morale and motivation.

At the college, some lecturers are disillusioned and as stated earlier, tend to do the bare minimum, just to keep their jobs. Their feeling is, during informal conversations with them, that there is no motivation for them to support an employer who is negligent about staff welfare such as permanent employment.

2.3.9. Organisational Climate

According to O'Maolalaidh (2000), climate refers to the working environment, level of morale and the relationships among staff and employers in the workplace. Organisational climate is influenced by an employer and employee relationship, which determines the behaviour of workers. Organisational climate may affect morale and attitude in the workplace by way of affecting performance and the relationship between employer and employees.

At the college, the different faculties work separately which leads to minimal contact among staff and teamwork between faculties is almost non-existent.

2.3.10 Rewards and Benefits

Bourne (2010) argues that there is an association between salary and the behaviour of employees. Employees have to be rewarded or suitably remunerated for excelling at their jobs. O'Moalalaidh (2000) claims that rewards and benefits reduce employee turnover rate and improves performance, by improving satisfaction that leads to commitment.

Although incentive schemes, effective rewards and recognition of achievements are in place at Majuba, it is on a very small scale. More competent lecturers need to be recognised to inspire them to continuously improve, leading to a pleasant working environment with improved morale and retention rates.

2.3.11 Delay in recruiting staff

As per Holm (2010), the traditional recruitment process is long drawn out. He states:

Traditional recruitment, which uses formal sources like job advertising, starts with the identification of required applicants, their location and placement in the labour market, and proceeds with activities to attract and persuade qualified applicants to apply. Job applications are then received, screened, and sorted, leading to the drawing up of a shortlist. The process ends with communicating the pre-screening results to applicants.

This results in extra workload for lecturers at the college for long periods, causing low morale. When staff resigns, the college management delays to recruit new employees to fill vacancies. This is very common at the campuses where staff that were requested at the beginning of the year are still not employed as yet, leading to existing staff carrying extra loads of work.

2.4 WAYS TO ENHANCE STAFF MORALE

Vereydun, Mughari & Ghasem (2010) argue that strong visible support by management allows lecturers to realise that individual ideas are valued and motivates them to be more committed to the organisation. Management should support incentive programmes to ensure that contributions by employees are appreciated. Fritz, Lam and Spreitzer (2011) assert that creating a feeling of meaningfulness and responsibility would be a crucial requirement to retain and receive optimal performance from an employee. Further, Wildermuth and Pauken (2008) and Attridge (2009), state that it is essential for the effective leader to enable success, by creating a harmonious relationship between an employee, the environment and task requirements.

Aryee, Walumbwa, Zhou and Hartnell (2012), argue that a charismatic leader will create more trust and loyalty as opposed to one who merely offers rewards to employees. Bass (1999) maintains that motivational leadership is displayed when a leader has a clear vision of a desirable future, inspires the intrinsic motivation of team members, states implicitly how goals can be achieved and leads by example wherein staff can emulate him or her. Holtz and Harold (2008) assert that employees who feel their leader is fully committed and aspiring to a higher cause are more inclined to reflect those qualities

themselves, as opposed to members of a team where the leader appears absent physically, socially and emotionally.

According to Clark (2008), the development of spirituality in the organisation is believed to be associated with enhanced staff morale, honesty, trust and personal fulfilment of employees desires. He further states that the important factors which have a bearing on staff morale are the attitude of the managers towards their subordinates, conditions, including pay, hours of work as well as safety rules, effective leadership and delegation of authority and responsibility in the organisation.

Makawatsakul and Kleiner (2003) suggest that when management members realise that staff morale is low, interventions should be put in place to enhance staff morale, such as, introducing employee counselling to ease the trauma associated with retrenchments. Norman (2012) maintains that employees should be treated in a professional way and duties should be rotated to prevent boredom with daily routine activities. He further maintains that managers should observe the performance of staff, and give advice where necessary, to encourage improvement. Morale of staff can be elevated if management allows employees the autonomy to carry out their own tasks. He also states that management should give feedback timeously, for example, through college notices, so as to keep staff abreast with latest developments. Staff, who love their job, he argues, should be encouraged and recognised and allowed to do their work in their own way rather than being told by managers how to perform their tasks. No employee wants to be in the same position for years, he asserts, without any career progression. Therefore they should be developed so that growth in their careers can be achieved. Maolalaidh (2000) states that organisations should focus on three areas to increase staff morale, namely; understanding the significance of an employee's job and sense of accomplishment based on competency; enhancing group pride and self-esteem among staff by teamwork; caring about their employees' welfare, for example, employees should be treated fairly and given rewards or incentives for their contributions in the organisation.

The college promotes teamwork by allowing one day annually for staff to participate in team building exercises. However, this is not sufficient. More days should be allocated

for this important exercise. As stated elsewhere in this chapter, more staff should be recognised for their efforts and rewarded accordingly.

At the college, workplace interventions may be implemented to enhance staff morale, such as; recognising special events in the lives of employees. Birthdays or weddings of employees need to be celebrated. Managers can show their appreciation in many ways such as ordering coffee, early time off or giving an acknowledgement card; encouraging the sharing of ideas in the workplace where everybody would be afforded an opportunity to give their input and employees being praised when they perform well. Staff who performed well may be rewarded by means of incentives; making the workplace comfortable. Employees should be provided with comfortable work stations. Office temperature should be at a comfortable level and all necessary resources should be available. The social atmosphere at work has a big influence on staff morale. Discussing trivial issues with staff such as hobbies or telling jokes is recommended for enhancing staff morale; building a culture of trust (Hames, 2011).

Managers improve staff morale by building trust in their working relationships. Three types of trust are mentioned by Hames (2011), namely; capability trust - which involves employees being part of decision making and engaging in discussions; contractual trust which allows them to manage their expectations; and communication trust - which allows them to share information and provide constructive feedback.

There is room for improvement in the college in many of the areas mentioned above. The researcher only mentions a few for now. For instance, lecturers have been complaining about lack of proper infrastructure at the campus for quite some time now. There are no staff tables and chairs for them in the classrooms at Campus 1. There is no media centre at the campus where staff may use reference books and computers to do their work. The staff room does not have enough seating for them or other accessories such as microwave ovens to heat their meals or a fridge to keep their cool drinks in. There is also no canteen on campus. There are no fans or heaters and the classrooms get very cold during winter months and very hot during summer. This is not conducive to teaching and learning. Ablution facilities are not adequate for the large number of staff on site.

According to Michael, Marsh & Johnson (2007), lecturers are expected to overcome job-related demands and also maintain interpersonal relationships. Aspects of interpersonal demands include meetings, workloads and personal insecurity. As per Argis (2010), successful leaders and managers of today exercise their leadership in such a manner that staff is empowered to make decisions, share information and experiment with new things. He further states that the following steps may be taken to build an environment that empowers people; give power to those who have demonstrated the capacity to handle the responsibility; create a favourable environment in which people are encouraged to grow their skills; do not second-guess others' decisions and ideas unless it is absolutely necessary. This only undermines their confidence and keeps them from sharing future ideas with you; give people discretion and autonomy over their tasks and resources.

According to Adams and Bond (2007), coaching of employees in the organisation improves performance and increases morale by having motivated workers who increase productivity. It also helps to acquire skills, abilities and provides an opportunity to review individual performance. Blasé and Kirby (2000) offer insights from staff perspectives on the qualities and daily strategies of transparent and effective managers that tend to positively influence, motivate, and empower staff members. Such strategies include; praising staff efforts by giving recognition and expressing appreciation and actively involving staff in decision making; providing staff the autonomy or leeway to try creative approaches; supporting staff by providing materials, training opportunities and in student discipline matters; encouraging staff to consider alternative solutions to instruction and discipline problems, using the power of authority judiciously on all the issues when dealing with employees.

At Campus 2, employee meetings take place, allowing a manager to listen to lecturer inputs and allowing them opportunities to give their views on decisions that they think would be in the best interests of the college. In this way, lecturers feel appreciated and supported by management knowing that they play a part in the decision-making process of the college. In the researcher's view, empowerment increases staff motivation in the

organisation and can be achieved by giving staff opportunities to give their inputs during decision making.

2.4.1. Other Staff Interventions to Enhance Morale

O'Maolalaidh (2000) maintains that, the human resources department could play a significant role as they are responsible for the recruitment of staff into the organisation. Management should be present and support the development of morale enrichment programmes in the workplace such as; applications of merit system or work performance system which is the core form of employee rewards; staff insurance programme; improvement in health and security of employees and their families so that they can work productively.

Although there are performance monitoring programmes at the college such as the Integrated Management Quality System (IQMS), that has to be completed annually, it is extremely time consuming and not user-friendly. This results in completing all the documents by using previous records, but ensuring that all lecturers meet the minimum standards to ensure their 1% annual merit increase.

Lin (2007) mentions management improvements that can be implemented in the workplace to increase staff morale. These are namely; drinking water facilities can be provided to the employees in and around the workplace; canteen facilities can be provided for staff to have meals; recreational facilities may be provided for managerial and non- managerial staff for entertainment purposes, Further, providing subsidised transport for staff where necessary; employees provided with first aid services and access to medical facilities. Lastly, the safety policy should be disseminated to all employees, so that they are aware of the safety rules, safety procedures, warnings of unsafe conditions, so that they can react promptly in the case of emergency situations. According to Makawatsakul & Kleiner (2003), companies should form a staff morale enhancing committee that would meet and discuss programmes to be implemented to improve staff morale.

Currently, lecturers only have a working relationship at the college and do not know each other personally. For instance, occasionally extra-curricular activities among lecturers at the college could be set outside the workplace, so that employees can get together and socialise after work. This has the potential to foster closer relationships and team spirit among staff.

Myeni (2010) also mentions ways that management could consider to improve employee morale in the workplace. Starting by recruiting staff that fits the culture of the organisation and who possess the required competencies needed by the employer. He further states that staff should be encouraged to implement best practices. According to Drew (2011), the staff health management programme is a long-term organisational activity which is designed to promote and improve the staff mental and social wellbeing. Bowles & Cooper (2009) describe the necessity of orientation programmes as a means of enhancing productivity, thus enhancing staff morale and further assisting staff to broaden their knowledge of the company culture, policies and procedures.

At the moment at the college, there are no structured induction programmes that are conducted with new staff as employees are already overloaded with excessive administrative work.

2.5 MOTIVATION THEORIES

2.5.1 Definition of Motivation by Different Researchers

In any institution, it is necessary to learn how to motivate employees. According to Latham & Ernst (2006), motivation can be defined as a psychological process resulting from the interaction between the person and the environment that affects a person's choices, efforts and persistence. Motivation is also defined by Robbins (2005) as the process that is responsible for an individual's intensity, direction and persistence of effort in striving towards attaining a goal.

Shanks (2007) maintains that the performance of an employee is influenced by motivation, his capabilities, and the work environment. He further states that the management of an institution is constantly under the challenge of motivating the staff for two main reasons. They are to motivate employees into actively and voluntarily participating in the achievement of organisational goals and to motivate employees in realising personal goals. Motivation is one of the best ways for an organisation to achieve its goals. Hobson et al. (2002) state that motivation is a set of processes that arouses and maintains human behaviour towards attaining a goal. On the other hand, Horwitz et al. (2003) feel that staff is motivated by challenging work. They argue that if staff is competitive and like to utilise all their capabilities, thus challenging work is the best motivator for them. According to Baron & Greenberg (2003), motivation is a set of processes that directs and sustains human behaviour towards the attainment of a goal. Shanks (2007) argue that monetary reward is a motivator when compensation is high enough. However, it becomes a demotivator if it is not. In other definitions, work motivation is associated with goal attainment. People are motivated to do something if they believe it is likely to achieve the desired result.

2.5.2 McGregor Theory X and Theory Y (1960)

In his theory, McGregor (1960) outlines two distinct perceptions of how people observe human behaviour in the work situation. He believes that companies use one of the two opposing approaches which he named Theory X and Theory Y.

Theory X implies that people have an inherent dislike for work and will try to avoid it whenever they can. They are selfish, do not have any ambition, lack initiative to do tasks on their own, do not accept responsibility and are not concerned about the objectives of the organisation. To get people to realise the organisational goals they have to be persuaded, given incentives, coerced, controlled, directed and also threatened with disciplinary action. The role of management is to motivate, coerce and control employees, and therefore they need to have active interventions, or people will tend to remain passive and not care about the objectives of the organisation.

Conversely, theory Y implies that to people, work is important; they are active and concerned about the organisational needs; they are prepared to take the initiative, accept responsibility and are committed to the objectives of the organisation because people are naturally committed to work. Management can ensure that people are committed, by supplying them with the right resources, enabling them to achieve their goals through the direction of their efforts, thus meeting the objectives of the organisation. Abiding by the assumptions suggested in Theory Y, management's role is to develop staff potential and assist them to realise the achievement of common goals. Mc Gregor (1957) argues that management in fulfilling its tasks uses these approaches as guidelines, creating various possibilities which lie between the two extremes. On the one extreme, management can be hard or strong, and on the other, management can be soft or weak. According to Boeree (2006), Theory X is the approach that traditional management uses, while most modern organisations now favour the Theory Y approach. Vroom & Deci (1970) state that Theory X also relies heavily on external control of human behaviour, while Theory Y is more inclined to the aspects of self-control and self-direction, which creates an element of two opposing positions; the difference between treating people as children and that of treating them as adults. According to Vroom & Deci (1970), after using the Theory X approach for some time, a shift to Theory Y approach cannot be achieved instantaneously.

For the above and numerous other reasons, it is the researcher's view that we require a different theory for the task of managing staff based on more recent and sufficient assumptions about human nature and human motivation. The researcher thus suggests the broad outlines of such a theory. Management is responsible for organising the human, financial and infrastructural resources in the interest of maintaining happy and motivated staff. People are not inherently passive or resistant to organisational needs. They have resorted to this type of behaviour, as a result of unfavourable experiences in the organisation. Positive traits such as motivation, the potential for advancement, the capacity for taking responsibility and the eagerness to work towards organisational goals are all present among staff. It is management's responsibility to enable staff to recognise and build on these human characteristics for themselves. The primary task of the

Directorate is to provide attractive conditions and methods of operation at institutions so that staff can achieve their goals by focusing their efforts towards achieving organisational objectives. This is a process mainly of creating opportunities, realising staff potential, removing red tape, encouraging development and providing leadership.

Another way of putting this is that Theory X relies upon external control of human behaviour, whereas Theory Y is based primarily on self-control and self-direction. The former tends to treat staff as children, and the latter treats them as mature adults.

After using the former (Theory X) for generations, a change to the latter (Theory Y) cannot be expected over a short span of time.

2.5.3 Abraham Harold Maslow's Theory of Need (2001)

As per Schermerhon, Hunt and Osborn (2004), Maslow assumes that some needs are more important than others and must be satisfied first before addressing other needs. Humans have different levels of needs which vary from lower level needs for survival and safety to higher level needs for intellectual achievement. Deficiency needs are the four lower level needs, in the following order; survival, safety, belonging and then self-esteem. When these needs are satisfied, humans lose motivation to satisfy them and strive for higher needs known as 'being needs' or sometimes called 'growth needs' which are intellectual achievements, then aesthetic appreciation and finally self-actualisation. According to Bateman & Snell (2009), it is only after the physiological and safety needs are adequately satisfied that they strive for the higher level needs which are social needs, then esteem needs, and finally self-actualisation. Maslow's theory suggests that one's emotional and intellectual needs are inter-related. For example, if an employee's security is threatened by, for instance a divorce, then they may lose interest in furthering their studies. However, Maslow's hierarchy of needs is sometimes criticised as some people move back and forth among different levels of needs. Boeree (2006) argues that while scientific research fails to defend Maslow's hierarchy of needs, his theory is very popular and useful for motivation purposes and has been used as the introductory theory for many managers worldwide. Application of Maslow's Hierarchy of Needs to Management:

Maslow's theory, according to Boeree (2006), if accepted as being true, then there are critical leadership implications it provides to promote workplace motivation. There are a variety of ways to motivate staff through the style of management, compensation plans, role definitions and organisation activities.

2.5.3.1 The Application of Maslow's Theory of Needs at the College.

To provide physiological motivation, the college should provide, for example, sufficient tea breaks, provision of accommodation, staff canteen lunch breaks and offer competitive salaries that at least enable lecturers to meet their basic needs.

Safety needs can be provided through the creation of a safe, suitable working environment that is safe from violence and provision of job security. Also ensuring that staff is given salaries, retirement annuity and medical benefits.

Social needs can be met by the college through creating a feeling of acceptance and belonging, encouraging team spirit and social interaction among staff. Managers can design challenging jobs, delegate responsibility and encourage participation in decision making to satisfy employees' esteem needs.

Esteem needs are provided through the recognition of achievements, by staff respecting their views, delegating important projects to motivated employees and affording status by making them feel valued and appreciated by the institution. To enable staff to achieve the need of self-actualisation, it requires the provision of challenging tasks and work assignments which assist in stimulating motivation and initiative.

2.5.3.2 Critics of Maslow's Hierarchy of Needs Theory

Armstrong (2001) concedes that Maslow's hierarchy of needs makes sense, but he argues that adequate empirical evidence does not support it. He further states that it is considered to be inflexible since people have to change needs and it is, therefore, difficult to predict that people's needs would follow a predetermined pattern up the hierarchy of needs. For example in certain cultures, "social needs are more significant than all the other needs in the pyramid" (Cooper in Boeree, 2006). Coupled with the above, insufficient evidence suggests that people are motivated to satisfy exclusively one

motivating need at a given time, other than in situations where needs tend to conflict (Cooper in Boeree, 2006). The critical shortcoming, according to Boeree (2006), about his theory is against his methodology. He selected just a few people that were declared as self-actualising by himself and then spoke to them and reached his conclusions about what self-actualisation means. This does not seem empirically correct to many people. While scientific research fails to defend Maslow's hierarchy of needs, his theory is very popular and useful for motivation purposes (Boeree, 2006). It has been used as the introductory theory for many managers around the world (Boeree, 2006).

2.5.4 Alderfer's Existence-Relatedness-Growth (ERG) Theory (1969)

According to Baron & Greenberg (2003), little empirical evidence has been developed over time, to advance the idea of a needs hierarchy or the idea that as needs are fulfilled, their importance decreases. These challenges have been addressed in Alderfer's Existence-Relatedness-Growth (ERG) Theory, which expanded on Maslow's theory. Alderfer (1969) condensed Maslow's five needs theories into three, which were termed, 'Existence' (physical survival needs), 'Relatedness' (social needs) and 'Growth' - the need for personal growth and development. Spector (2003) emphasises that these three need not necessarily occur in a hierarchy, but may overlap, and may, in fact, be experienced simultaneously. He further stated that Alderfer's ERG theory has intuitive appeal and more direct application to employee motivation than Maslow's needs hierarchy theory. According to him, despite the limited empirical support, needs hierarchy theory has had a positive impact on organisations, as it has focused attention on the importance of addressing staff needs at work. Wanous and Zwaney (1977) asserts that it also has a greater empirical support base while Schultz and Schultz (1998) maintains that the self-actualisation concept has become very helpful to managers, who have accepted this high-level need as an important motivator.

The researcher's view is that at the college level when using Alderfer's ERG model theory, managers must recognise lecturers' many simultaneous needs. In Alderfer's ERG model, focusing only on one need at a time will not motivate lecturers. Lecturers may regress to a lower need, for example, if growth and career

advancement opportunities are not provided to lecturers, they may regress to a lower need (relatedness needs), and socialise more with co-lecturers. This may prevent them from performing at optimum levels to meet the college objectives.

2.5.5 Frederick Herzberg's Hygiene and Motivational Factors Theory (1959)

Herzberg's (1959) Two-Factor theory of job satisfaction and motivation has been widely used to promote job satisfaction. According to Hewstone and Stroebe (2001), Herzberg's two-factor theory maintains that satisfaction and dissatisfaction are influenced by different factors. Satisfaction is influenced by motivational factors while hygiene factors influence dissatisfaction. In his theory, he lists some factors that are similar to Maslow's hierarchy of needs, except his theory is more suited to the working environment.

Hygiene factors (dissatisfiers) and Motivators factors (satisfiers).

Amos, Pearson, Ristaw and Ristaw (2008) note that Herzberg uses the term hygiene to represent extrinsic factors that are associated with lower-order needs, which includes organisational policy and administration, supervision, interpersonal relations with staff and supervisors, working conditions, job security and salary.

Motivators or intrinsic (satisfier) factors are linked to the actual performance of the work, or what the job entails. Balkin, Cardy, and Gomez-Mejia (2003) argue that motivators are internal job factors that goad the employees to strive for higher achievements that lead to job satisfaction and higher motivation. They are the factors that influence the perceptions or feelings of employees about themselves and their work and motivate them to work more efficiently. Bennell & Akyeampong (2007) state that intrinsic motivators such as responsibility, the challenging nature of a job and achievement are motivators that come from within a person. Herzberg's two-factor theory is linked to that of Maslow's hierarchy of needs theory. Ellsworth, Hawley and Mau (2008:48) assert that the theory suggests that Maslow's higher-order needs are similar to Herzberg's satisfier factors, and Maslow's lower-order needs are similar to Herzberg's hygiene factors. According to Amos et al. (2008), motivation factors are internal factors that are related to higher-order needs, and include the opportunity to achieve in one's career, recognition of accomplishment,

challenging tasks, growth options and responsibility in the job. Perrachione, Petersen and Rosser (2008) argue that the presence of intrinsic factors or motivators lead to job satisfaction, but their absence will not necessarily lead to job dissatisfaction.

As per Jyoti and Sharma (2009), in the education profession, intrinsic factors play an important role in motivating individuals to join the profession. If we want people to be encouraged, satisfied and motivated about their jobs, Herzberg, et al. (1959) claim the emphasis should be on factors associated with the nature of the work. Or it should be with outcomes directly derived from the work, such as the work itself, for personal growth, recognition, responsibility and achievement. Mitchell (2001) contends that Herzberg's theory has made significant contributions to motivation theory. He further states that Herzberg's theory complements Maslow's ideas and makes them more applicable in the workplace. The theory focused its attention on the importance of job centred factors in the motivation of employees. Furthermore, Mitchell (2001) maintains that Herzberg's theory leads to an interest in job enrichment and restructuring of work.

2.5.5.1 Application of Herzberg's Theory at College.

Managers should be aware of the conditions lecturers need in their job to enhance morale. One set of needs (motivators) is linked with what staff does while the other (hygiene) is tied with the environment in which it is carried out.

1. Dissatisfiers

The researcher is of the view that colleges should provide a working environment that is conducive for lecturers to perform their duties well. Policies and administrative practices suggest that the kind of institutional policies and practices of administering lecturers should be one that encourages them to perform well. Provide competitive salaries and other fringe benefits to lecturers that will encourage them to be committed to the work. The provision of adequate supervision to lecturers by management is necessary to enhance good performance. The kind of jobs that lecturers have should improve their status. This will help to devote their time and efforts to work. Lecturers should also have

job security, as this helps them to work harder because they do not have to worry about losing their jobs. Provision of teamwork activities among lecturers is necessary to encourage them to work towards a common goal. Lecturers need to be granted ample space to live their personal life.

2. Satisfiers

Lecturers need to feel that they are recognised by their managers and members of the college for which they work. They need to feel that their job inspires them to achieve their aspirations. This energises them to work harder and meet their institutional objectives. Lecturers should need to have prospects of career progression and promotions, challenging tasks, rather than conventional ones and they also need to feel a sense of responsibility in their jobs. Boeree (2006) warns that if the factors that dissatisfy workers are not addressed, workers would not be motivated by the factors that make jobs satisfying

Meanwhile, Komaki and Judith (1982) argue that extrinsic and intrinsic incentives are inter-related to motivation. They further maintain that when positive extrinsic incentives are present in an institution's leadership, then the employee will be encouraged by these positive external motivators to build a positive attitude to his or her job, thereby creating the intrinsic incentives that are received from an employee and his or her job relationship. Both the presence of these external motivating factors and those internal to the post that are intrinsic will then promote a positive attitude towards work. Hence motivation and the resultant improved outcomes will be noted. Frederick Herzberg's hygiene theory is linked to the questions in the questionnaire that are related to the working conditions at the college, salary, benefits, supervision, job security and interpersonal relationships. His theory of motivation is also linked to the questions that are concerned with recognition, achievement, advancement and responsibility in the workplace. While his theory was able to clearly point out some of the key work-related factors that are typical of an organisations experience and particularly useful to managers in manipulating workers positive performance, it has also been appreciated, partly because for the common man, it provides an easy understanding based on real life concerns, as opposed to academic

abstractions. It bears many similarities with the greatly respected ideology of Maslow and McGregor (Armstrong, 2001), his prescriptions have had a few shortcomings. Although Herzberg's model has contributed very positively towards research, critics have been unable to prove the model with any reliability empirically. Furthermore, critics have indicated that the model does not specify how motivators and hygiene factors can be measured (Daft & Noe, 2001)

2.6 CONCLUSION

This chapter has highlighted the importance of enhancing lecturer morale in the college. It has reflected why the morale of lecturers has such a significant influence on the operations of the college. This was explained more explicitly, by discussing the various definitions by different researchers and theorists. The review also highlighted theories of motivation (McGregor Theory X and Theory Y: Vroom & Deci: (1970), Herzberg's Two Factor Theory, Abraham Harold Maslow's Theory of Need: (Armstrong: 2001) and Alderfer's Existence-Relatedness-Growth (ERG) theory) as this applies to this study. This review also included studies conducted by other researchers which related to schools. It was also important to understand what aspects of a lecturer's job leads to low or high morale. For these reasons, the factors affecting staff morale were emphasised. Management should take note of these factors as they may have adverse effects on the college. Such consequences of low staff morale had to be included so that management can address potential challenges that may arise.

The next chapter, Chapter 3, will focus on this study's research methodology.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION:

The previous chapter on literature review highlighted the importance of enhancing lecturer morale in the college. It reflected on why staff morale is a significant impact on the college. This importance of morale was explained more explicitly, by discussing the various definitions by different researchers and theorists. The review also included the following theories of motivation: McGregor's Theory X and Theory Y, Herzberg's Two Factor Theory, Abraham Harold Maslow's Theory of Needs, and Alderfer's Existence-Relatedness-Growth (ERG) theory as this applies to this study. The focus of this chapter is on the methodology that the researcher used to collect data.

3.2 The Aim of the Research

The primary purpose of the research was to determine what influences staff morale at a TVET college and to find key strategies to enhance morale at the college.

3.3 The Research Objective

The research objectives were to:

Determine how lecturers expected to be managed or treated.

Determine what the position was at the moment.

Determine how morale could be enhanced in the future and to give suggestions and recommendations to the relevant authorities on strategies to increase morale at the college..

3.4 THE POPULATION SAMPLE

The population, in this study, referred to lecturers from Campus One in the urban area and Campus Two in the rural area of a TVET college in Newcastle, Kwa-Zulu Natal and samples were obtained from them (Olivie, 1997).

The purposive sampling procedure was selected for this study. Purposive sampling was considered the best means of choosing and interviewing the participants for this study at the college (Creswell, 2013). Purposive sampling involved selecting knowledgeable and experienced lecturers, in post school vocational education, from the two TVET college campuses for the topic under study. Purposive sampling assisted the researcher in choosing participants with real life experiences for this inquiry, where participants related direct experiences which provided insight into the investigation (McMillan & Schumacher, 2001). Cost and time lost during the study were taken into account when these sites were selected for this research. Based on convenience, the research participants for this study were purposefully drawn from the engineering campuses where they worked and were also interviewed on site (Strydom & Delport, 2011).

Another reason for choosing these engineering campuses was that they had the most number of lecturing staff at a TVET College in Newcastle, and the management staff perceived that these two campuses had the most number of employees that were dissatisfied and demotivated. Twelve lecturers and three programme managers from the

two campuses were selected. Two programmes managers at Campus One and one programme manager Campus Two were personally interviewed in their offices. The two focus group interviews were conducted at the two engineering campuses and consisted of six lecturers in each cluster.

The selected participants were selected because of their experience in post school vocational education and their knowledge about their campuses. Any lecturer, male or female, who had taught for at least five years, in any of the vocational subjects offered at their campus was approached to participate in the focus group interviews. This was done so that each of the faculties on these campuses had an input into the discussions. This ensured that inputs into the discussions were backed by many years of personal experience. Six lecturers from Campus Two joined the focus group interview at their site; two lecturers from the Electrical Faculty, two lecturers from the Agriculture Faculty and two lecturers from the Civil Engineering Faculty. These are the primary programmes offered at Campus Two. Another six lecturers from the Campus One joined the focus group interview at their site; two lecturers from the Safety and Society Faculty, two lecturers from the Mechanical Faculty and two lecturers from the Fundamentals Faculty. These are the primary programmes offered at this campus.

In this research, the sample size was smaller than that which would have been needed for a quantitative study (Connelly, 2010). The advantage of this smaller number of participants was that more in-depth interviews were possible to be conducted with the participants at the college (Moustakas, 1994). The duration of the interview and feasibility were considered to determine the number of participants for this study. The participants gave the researcher written consent.

3.5 RESEARCH DESIGN

The design of this research refers to the plan that the researcher used to outline the ways in which he obtained data associated with this research, from the participants (Welman & Kruger, 2004). The researcher used a systematic process of collecting and logically analysing data for this study (Macmillan & Schumacher, 2006). Kumar (1999) describes

a research design as “a procedural plan adopted by the researcher to answer the research questions validly, objectively, and accurately”.

3.6 THE RESEARCH PARADIGM

The researcher decided on the qualitative paradigm as he wanted understandings of the problem at the college and not intense inquiries which are used in the quantitative paradigm (Henning et al., 2004). Research paradigms are assumptions or beliefs that researchers use to interpret research information that is gathered from research and changing it into implicit data (Briggs, Coleman & Morrison, 2012).

A paradigm can be defined as a study approach, where a unified framework of truth, interpretations of knowledge, the nature of being and values are provided for (Somekh & Lewin, 2005).

This research followed an interpretive qualitative paradigm which enabled the researcher to understand the complex situations at the college regarding lecturer morale and to get the participants' outlook of the world and their personal experiences and feelings as they occurred in reality within the college environment (Terre Blanche & Durrheim, 2008; Mouton, 2009; Painter, 2006). The study was conducted among lecturers and programme managers in the two engineering campuses: Campus 1 and Campus 2 of a TVET College in Newcastle.

A qualitative approach was used by the researcher for this study as it enabled in-depth information to be gathered concerning lecturer morale at the college by taking the individual experiences of the lecturers into account, thereby gaining a deeper understanding of morale at the college. Also, by using a qualitative approach, the researcher gained an appreciation for the specific factors, which impacted on lecturers' morale from the participants' perspective and not from the viewpoint of the researcher (White, Polly & Audette, 2012; Creswell, 2012).

The study used focus group semi-structured interviews with lecturers and face to face, interviews with programme managers. McMillan & Schumacher (2006) assert that in qualitative research, an inquiry is often made, where the researcher gathers data that are

relevant to the study in a face to face interview by interacting with the selected persons in their environment. Henceforth, the researcher wanted to make sense of the meanings which people have attached to their understanding of the world and their life experienced in the world (Merriam, 1998). The researcher endeavoured to obtain more information from the data collected for this study and to integrate the information gathered from reviewing the literature. During these interactions, a tape recorder was used to record the information gathered.

3.7 COLLECTION OF DATA

Anderson (2010) maintains that researchers must have a good understanding of the aims and objectives of the research before deciding on the data gathering method. As an example, the researcher should decide if the qualitative study method is best suited for thoroughly researching a certain aspect or phenomenon. Rowley (2012) concurred with Anderson's (2010) views on the methods in the use of qualitative data collection. Furthermore, he asserts that semi-structured interviews facilitate free discussions with the participants on aspects such as perceptions, personal experiences, beliefs, behaviours or attitudes. One of the advantages of using interviews was that the researcher could personally question the participants and hear what they said about themselves (Henning et al., 2004)

For this study, face to face, semi-structured interviews served as the data collection instrument for programme managers. Primary data were obtained by conducting face to face, semi-structured interviews with programme managers while lecturers from the two campuses were subjected to focus group semi-structured interviews. Any lecturer, male or female, who had taught for at least five years, was approached to participate in the focus group interviews. This was done so that each of the faculties on these campuses had an opportunity to give inputs that were backed by many years of personal experience.

For consistency, of the measuring instrument, the same questions were posed to all the participants. One interview guide was used, consisting of the same questions with broad themes, which were linked to the main aim and objectives of this study as stated in

Chapter 1, was utilised to generate data from all the participants involved.. The interviewing pattern was flexible and varied between the different interview sessions. Questions were open-ended, and this encouraged open and free responses from the participants. Whenever clarification on interviewee responses was required, probing questions were used to obtain more accurate responses. Participants were visited by the researcher at their workplace. A voice recorder was used to record the interviews, which were then transcribed after all the interview sessions were completed.

The researcher ensured that the atmosphere was conducive for the interviews to take place, without any disturbances. He used the Epoche process where he described his experiences at the college as a lecturer before his promotion, always being objective and getting rid of all biases before commencing with the interviews, as prescribed by Creswell (1998); Merriam (2008); and Moustakas (1994). Eventually, all the participants during the interviews explained the same phenomenon from their perspectives (Moustakas, 1994). Before the scheduled interviews, all participants acknowledged confirmation to participate in the interviews. Participants were informed about the availability of the study findings after the completion and approval of the inquiry. After every interview, the researcher compared the original transcriptions with the final transcriptions and the audio version of the interviews. The responses were transcribed and anonymity was ensured at all times.

3.8 DATA ANALYSIS

The process of analysing the data, for this research, used Miles & Huberman's method (1994) among other authors to provide extra details. The constant comparative data analysis, where the data collection and analysis occur simultaneously, and where each unit of data is compared with every other unit of data, for the purpose of generating categories was used in this study. (Lincoln & Guba, 1985). Initial coding of data was done to develop substantive codes. Theoretical sensitivity was critical during this process. Open coding, whereby data were broken down line by line and paragraph by paragraph to enhance conceptualisation, was also used. Analytical thinking became necessary during constant comparisons. This helped identify processes in data and ascribing codes (Chenitz & Swanson, 1986; Walker & Avant 1995).

Qualitative data interpretation occurred throughout all the two focus group interviews, and three face to face interviews conducted by the researcher. The researcher constantly referred to the data, to add new questions to the interview guide as new ideas, experiences, and opinions emerged from participants' interviews. Initial data coding, analyses, and interpretation was conducted by the researcher who used open coding techniques to identify narratives that specifically related to the extent and content of lecture morale in each of the five transcripts (Glaser & Strauss, 1967). The researcher read and reread each transcript and listened to the audio of each interview, employing the constant comparative method to identify the similarities and differences between each interview and to inductively categorise the data (Boeije, 2002). Preliminary findings were observed for interpretation early on in the data collection and analysis phase. This allowed for emerging themes of the inquiry to be identified and guided on how best to explore these in subsequent interviews. As noted, the researcher initially explored participants' attitudes and opinions towards the extent and content of lecturer morale then selectively coded the data into distinct sub-themes. Attempting to move beyond a detailed level of analysis, the researcher drew upon relevant literature and theory to help understand and explain further, participants' experiences.

3.8.1 Management of Data

Data organisation was planned from the beginning since the methodology required simultaneous data collection and analysis. The approach to the literature and data facilitated constant comparisons as required by methodology. In this study, the researcher had to read and reread the sampled literature to familiarise himself with data and place data in emergent themes and categories. The process of reading and rereading was very rigorous and time-consuming. This led to "the development of organised data texts, which were to be subjected to open coding" (Rodgers & Knafl 2000). Collected data from the tape recorder were verbatim. For the reader to understand the emotions and contextual setting, interview transcripts were used. All interviews were conducted in English, which is the official medium at the college. Therefore no interpreters were required. Besides

raw data transcriptions, the researcher included descriptions of emotions and body language such as the participants' enthusiasm and mood in the interview.

After the data from the interview had been transcribed, preparation for data analysis commenced (Bryman, 2006; Terre Blanche et al., 2006). The quotations were paraphrased and contextualised, and direct quotations of the participants were also used. Written transcriptions of the collected data also included notes and comments made during and after the interviews. This assisted in interpreting some data that were not recorded clearly during verification of transcriptions at Campus1. The data reduction, data display, conclusion and verification process continued as advocated by Miles & Huberman (1994). Large volumes of material were generated by this research and had to be reduced or condensed, categorised, interpreted and made more user-friendly and understandable for the reader. The researcher found the Miles & Huberman (1994) method to be the most appropriate to accomplish this.

3.9.2 Data Reduction

Reducing the data was accomplished by selection, elimination and breakdown of the data generated from the interviews. The high volume of data that were gathered in this research, for it to be meaningful, had to be condensed where areas were highlighted with coloured markers and a list of codes was produced. During the reduction of data process, data were selected concentrating on refining the views expressed by the participants. The similarities and differences among informal discussions, personal observations and collected data from the interviews were then laid out, while the data richness was still preserved .

Participants' experiences and views concerning specific content were examined together with the intensity and frequency in which the various issues were raised (.The above-minimised data were categorised with the primary purpose of preventing large volumes of uncategorised and unassimilated data, by applying both inductive and deductive analysis. During the draft categorisation of the data, it was crucial for the researcher to keep abreast of the latest developments, giving new understandings from the collected

data. This helped to get an initial understanding of the data before the commencement of the data analysis process. The researcher analysed the data by looking at the interview scripts and field notes frequently until he was very familiar with it. During the qualitative research and collecting data, no specified cut-off point existed for the data collection and the commencement of analysis, instead one overlapped with the other. Consequently, the researcher interpreted the material from an empathic point of understanding and placed phenomena into perspective with actual occurrences. This was possible when using qualitative analysis, as it has few standardised procedures and universal rules to guide it.

During the process of analysis, common themes and patterns emerged. Data were continuously redefined, and categories were regrouped until results' stability was achieved. The main question of the research was examined and the researcher confirmed that the themes, patterns and emerging stories were linked to it. Any factors that explained deviations from these patterns and typical responses were noted (Terre Blanche et al., 2006). Every qualitative research is not the same and therefore required an approach that also differed. When sections of the text that seemed to be linked together were examined, clear assumptions were noted and addressed. The findings depended on, among other factors, transcriptions, observations during interviews, observations of participants and theory by the researcher. Themes and sub-issues emerged, revealing the subtle differences of meaning that were not initially captured. The process continued until no relevant, additional new understandings appeared. The participants' feelings and interpretations were recorded, by using categories from the thematic analysis as sub-headings. During this process, items that were ambiguous or contradictory, cases of extra-interpretation, including prejudices or subjectivity of the researcher, were included in the interpretation (Terre Blanche et al., 2006).

3.9.3 Data Display

The displayed data provided an ordered and condensed collection of material which facilitated in the findings to be made and for recognising systematic correlations and patterns (Huberman & Miles, 1994). During this phase, higher-order themes and

categories emerged other than those that were discovered during the reduction stage and also linked to the research objectives (Terre Blanche et al., 2006). Although all the participants were experienced lecturers and familiar with the college, their life experiences differed as a result of unique personal characteristics, different cultures and demographics, interaction with other staff members and the various support structures offered in various faculties or campuses. Patterns of relationships among participants' information were examined for similarities and differences.

3.9.4 Verification and Drawing Conclusions

The meanings that emanated from the collected data were assessed for their sturdiness, plausibility, and confirmability. The meanings of the data that were analysed and the study of its effects on the main and sub-questions were discussed at the concluding stages, where textually-embedded data were also considered and arranged. Verification was closely connected to conclusions; it involved referring to the data time and again for the emerging conclusions to be verified. The credibility and stability of the findings were significant, and the data were repeatedly assessed and re-assessed to get to the proper meaning (Miles & Huberman, 1994).

Themes that related to the research question emerged from the data. The texts were repeatedly read to determine the organising principles, themes and patterns, clustering, comparisons, contrasts and isolating variables. Themes were arranged with the two most important themes as the headings and the sub-themes. Wider over-arching themes were incorporated into the sub-themes. The analysis of data applied various stages to reach an outcome, at a particular stage. This was associated with the skill of the researcher when crafting an argument, determining why certain conclusions were drawn and how logical the analysis was, about the presented data and research objectives (Terre Blanche et al., 2006).

3.9 THE ETHICAL CONSIDERATIONS

Issues linked to ethics in all studies, where people are involved, must be given considerable attention. As the nature of qualitative study comes with additional

complications, Oka & Shaw (2000) state that researchers doing qualitative studies should concentrate on such ethical issues which include, informed consent, confidentiality and emotional safety.

The researcher observed all the above ethical principles by taking the following measures below:

- Permission was obtained from the Principal of the college manager to involve their schools in the study.
- All participants signed letters of consent, allowing the researcher to involve them in the study.
- Participants gave the researcher permission to record the interviews.
- Participants were informed that they were free to withdraw from participating in the study any time if they felt like doing so.
- Participants were also assured of the anonymity and confidentiality of the information that was collected during the interviews.
- Letters were also written to the participants to request their permission to conduct interviews.

It is crucial that the researcher should endeavour to maintain integrity and objectivity when conducting research (Mouton, 2009). The researcher received written consent from the principal representing the Department of Education and ethical clearance from Unisa before proceeding with the interviews. The results or findings were not manipulated and plagiarism of any type was not allowed.

Maree (2011) contends that the findings and confidentiality of the study, together with the identities of the participants be protected, as these are ethical issues that have to be considered. Anonymity and confidentiality of the participants, during the research, were ensured by using concise and vague biographies that were set out in such a way that made it difficult to identify the participants (Flick et al., 2001). The name of each of the

participants was represented by a different letter of the alphabet. The participants granted permission voluntarily to record the interviews. The information identifying the participants was erased from the data as soon as it was not required.

Although the researcher conducted the research at his workplace, where he is a faculty manager, he is not in charge of the majority of the participants; some of the participants worked with the lecturer for several years and were convinced that he would not allow opinions and perceptions to impact on the study. Instead the researcher was guided by the data and not by his personal opinions and perceptions on the research topic. Research participation was also voluntary and participants signed documents (Appendix 3) where they acknowledged that they could withdraw at any time without penalty. As such, the researcher was able to distance personal involvement from the research process and the participants were free to speak their mind as can be seen in the transcription

3.10 CONSISTENCY AND INTEGRITY OF THE RESEARCH

Kahn (1990), Eide (2008) state that ethical considerations are of great importance in any research. The safeguarding of the participants' interests and welfare was an important ethical consideration in the inquiry. The way in which the data trustworthiness was determined in this research is discussed below.

3.10.1 Issues of Trustworthiness

The participants were promised that their anonymity and identities would be protected, before the interviews commenced. The researcher also reviewed the consent forms, which were distributed to the participants before the interviews, concentrating on confidentiality and enquired about any clarification that was needed at any point, on the form with the participants. The development of trust produced an effective discussion atmosphere. Trustworthiness was ensured by the use of the interview protocol; getting consent forms signed once the participants had read and consented to the interview, sending emails and making phone calls to confirm scheduled interviews. The participants

were also informed that they were free to exit the interview, for any reason, at any point where they were uncomfortable to to continue engaging (Deluga, 2011)

Some of the participants seemed hesitant when giving detailed Information of a sensitive nature. Under such circumstances, the researcher did not probe for more details but continued with the next question. This decision exhibited sensitivity to any imbalance of power produced by the researcher's presence (Creswell, 2013).

3.10.2 Credibility

Credibility refers to internal validity. It is the manner in which researchers construct all accumulated knowledge and the views expressed by the participants in the study (Guba & Lincoln, 1989). For this inquiry, the objectives of the investigation were discussed with the participants, and they were requested to support the investigation. Henceforth, in this case, credibility was more interpersonal and personal, rather than methodological (Reason & Rowan, 1981).

Extended periods of interaction, also help in enhancing credibility. This investment of time encourages, for example, learning the culture of the participants, verifying if the interviewer or researcher introduced any distortions or misinterpretation and development of trust (Lincoln & Guba, 1985). The participants were given the opportunity to state their feelings, and their opinions were respected. By being transparent and honest, a position of trust with the participants was created. A detailed description of the research process, which includes venues and context of the study, is given by the researcher, so that the reader may determine the extent to which the study results are credible and trustworthy.

3.10.3 Transferability

Transferability means the probability that the findings in one situation, by qualitative study, may be applied in another situation (Lincoln & Guba, 1985). For the current research, transferability was confirmed by observing the participants' and talking to lecturers from other colleges who experienced similar situations.

3.10.4 Confirmability

Confirmability refers to objectivity in this study, which is concerned with verifying that the data and interpretations of the study were conducted with an open mind (Schwandt, 1997). Ensuring consistency and confirmability of the results, the participants' actual experiences were the focus, instead of speculations of it. Confirmability was assessed by finding the degree to which participants' life experiences, matched those of the broader staff population (Schwandt, 1997).

The dependability or confirmability of this qualitative research was assessed through auditing, for example, by the research supervisor. Lincoln & Guba (1985); Schwandt (1997) state that it is a procedure where the supervisor examines the audit trail of the researcher. In this research, the audit trail that was maintained by the researcher included participants' recordings and details, notes about the inquiry protocols, interview transcripts and explanations. The research supervisor also acted as the auditor for the research, reviewing the methodology, data analysis for applicability and consistency and suggesting corrections and improvements where necessary. Being a staff member at the same college as the participants, the researcher assessed his experience to share towards the research, without imposing his beliefs on the research.

3.11 CONCLUSION

In this chapter, the selection of the thirteen participants, by purposive sampling was described. Data collection methods included semi-structured focus interviews with lecturers and He used the Epoche process where he described his experiences at the college as a lecturer before his promotion, always being objective and getting rid of all biases before commencing with the interviews, as prescribed by Creswell (1998); Merriam (2008); and Moustakas (1994). Eventually, all the participants during the interviews explained the same phenomenon from their perspectives (Moustakas, 1994).

The constant comparative data analysis method was used which included the management, display, reduction and verification of data. Ethical considerations such as

the wellbeing, interest and protection of the participants' identity and anonymity were assured. The various ways of maintaining the integrity and consistency of the data which included transferability, credibility, dependability and confirmability were explained. The next chapter focuses on the descriptions of the participants and the themes derived from the data analysis.

CHAPTER 4

ANALYSE DATA, INTERPRET AND PRESENT FINDINGS

INTRODUCTION

In Chapter three, the research design and methodology were discussed. Focus group and face to face, semi-structured interviews, using the same interview guide, to gather data were presented. The sampling procedure and means employed to ensure trustworthiness and ethical considerations were also explained.

This chapter deals with the presentation of findings, analysis of the data from interviews and discussions of the findings. The main purpose of this chapter was to use data from interviews to elicit information required to answer the research questions (Newby, 2010). This research was conducted to investigate ways to enhance the morale of the lecturers at a TVET College in Newcastle, intending to finding solutions. The researcher used the gathered data to assess the level, extent and the influence of morale on lecturers. This information was obtained by the utilisation of one standard interview guide for all interviews so as to maintain consistency.

Focus group and face to face semi-structured interviews were discussed in detail. The research design was explained to clarify the conditions under which the data were gathered. This included the sample, data analysis, the limitations and ethical procedures. The data presentation, analysis and the interpretation were discussed with the intention of indicating the conditions as they are, not as they are supposed to be. The process of anonymity and confidentiality of the participants, during the research, was ensured by

using random letters of the alphabet to represent participants that were structured in a way that made it difficult to identify the participants (Flick et al., 2001). The participants granted permission voluntarily to engage in the recorded interviews. The information identifying the participants was erased from the data as soon as it was not required for analysing data. For this research, Miles & Huberman's method (1994), among other authors, was used to provide extra detail. The first process commenced with data management.

Collected verbatim data from the tape recorder were transcribed and used to prepare for data analysis (Terre Blanche et al., 2006). The quotations were paraphrased and contextualised where necessary. Verbatim views expressed by the participants were also included in italics. Large volumes of material were generated by this research and had to be reduced or condensed, categorised, interpreted and made more user-friendly and understandable for the reader. The researcher found the Miles & Huberman (1994) method the most appropriate to accomplish this. The constant comparative data analysis method was used which included the management, display, reduction and verification of data.

Reducing the data were accomplished by selection, elimination and breakdown of the data generated from the interviews. The data that were gathered in this research were condensed and areas were highlighted with coloured markers, and a list of codes was produced (Miles & Huberman, 1994). Information from the interviews was coded, the purpose being to name the units of data. The coding was related to the study under investigation so that when codes were put together, the researcher obtained understandings of the raw data. This was done to search for patterns in the level, extent and impact of lecturer morale at the college. Coding does not have to be accurate, as it is subject to different interpretations by different researchers. It may occur that one researcher's interpretation may be different from someone else's, and still be valid. (Newby, 2010).

During the reduction process, data were selected concentrating on refining the views expressed by the participants. The similarities and differences among informal discussions, personal observations and collected data from the interviews were then displayed. Participants' experiences and views concerning specific content were examined and also the intensity and frequency in which the various issues raised (Miles & Huberman, 1994). The above-minimised data were categorised by applying both inductive and deductive analysis. During the draft categorisation of the data, it was crucial for the researcher to keep abreast with latest developments, to give new understandings from the collected data. This helped to get an initial understanding of the data before commencing with the analysis of the data.

During the analysis process, common themes and patterns emerged. Data were continuously redefined, and categories were regrouped until results' stability was achieved. The main question of the research was examined to confirm that the themes, patterns and emerging stories from the interviews were related to it. Any factors that would explain deviations from these patterns and typical responses were noted. The main research question needed to be revisited if the findings or emergent patterns showed that additional data were required (Terre Blanche et al., 2006). When examining sections of the text that seemed to be linked together, clear assumptions were noted and addressed. The findings depended on, among other factors, transcriptions, observations during interviews and observations of staff and theory by the researcher. The process continued until no important, additional new understandings seemed to appear (Terre Blanche et al., 2006) the participants' feelings and interpretations were recorded, making use of categories from the thematic analysis as sub-headings. During this process, items that were ambiguous or contradictory, cases of extra-interpretation, including prejudices or subjectivity of the researcher, were included in the interpretation (ibid).

Data displaying provided an ordered and condensed collection of material which assisted in allowing findings to be made. This assisted with extrapolating sufficient information, to begin recognising systematic correlations and patterns. (Huberman & Miles, 1994). Although all the participants were experienced lecturers and were familiar with the

college, their life experiences differed, as a result of unique personal characteristics, different cultures and demographics, interaction with other staff members, and the various support structures offered in different faculties or campuses. Patterns of relationships among participants' information were examined for similarities and differences.

The meanings of the data that were analysed and the study of its effects on the main and sub-questions were discussed at the concluding stages, where textually- embedded data were also considered and arranged. Verification is closely connected with conclusions; it involves referring to the data time and again to verify the emerging conclusions. The credibility and stability of the findings were significant and the data were repeatedly assessed and re-assessed to get to the proper meaning (Miles & Huberman, 1994). Themes that related to the research question emerged from the data. The researcher read through the texts several times to determine the organising principles, identifying patterns and themes, clustering cases, making contrasts and comparisons and partitioning variables (Terre Blanche et al. 2006). Themes were arranged comprising a number of sub-themes under the main theme. Wider over-arching themes incorporated sub-themes (Miles & Huberman, 1994).

4.2 BIOGRAPHICAL INFORMATION

The table below summarises the biographical data of all the participants in the study:

Table 1: Biographical data of sampled participants

VARIABLE	PARTICIPANTS
Gender	11= Males

04= Females

Qualifications	02= Bachelor's degree in Education
	08= National Diploma in Education
	05= National Diploma in Engineering
Experience	08 = 5- 10 years
	05= 10 – 20 years
	02= 20 – 30 years
Positions	03 = Programme Managers (PM)
	12 = Lecturers

Dates of the interviews 2016-12-01 - 2016-12-15

Table 1 shows the biographical data of the programme managers and lecturers who participated in the interviews and reflects the presentation of the participants at the sampled campuses. The study comprised of fifteen participants of which eleven were male and four female. The population was 01 (N=03) programme managers, 02 (N=12) Lecturers. The qualifications of the participants show that two participants had bachelor's degrees in education, eight had diplomas in education, and five had national diplomas in engineering. The work experiences of the participants indicate that two participants have 30 years' expertise in lecturing. The other thirteen participants had between 5 and 20 years working experience.

4.3 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED FROM THE INDIVIDUAL AND FOCUS GROUP INTERVIEWS.

4.3.1 The presentation of the findings, analysis, and discussions

The results of the research are presented according to the participants' verbal responses to the questions asked from the standard, semi-structured interview guide. All six lecturers in each focus group, one programme manager from Campus One (PM1) and two programme managers from Campus Two (PM2A) and PM2B were present for the interviews. The campuses where the participants were employed were the sites selected and used for the interviews. The programme managers were interviewed in their offices on the campuses separately. The questions were crafted to correspond with the research aim of the study which was to determine strategies to be used by the college management to enhance morale in the sampled college. The views and recommendations were organised into themes and categories and analysed later by using the constant comparative method. The researcher organised the transcribed data into themes and sub-themes. Themes for answers to interview questions that were similar but given by different participants were categorised and analysed as a single theme. The themes appearing below, with their related categories were presented under the following research questions and themes as summarised in Table .2 below:

The following table visually presents the questions and themes

Table 2 Research questions addressed by data themes.

RESEARCH QUESTIONS		THEMES
A	Staff expectations and ways to enhance morale.	1
B	Perceptions of staff on current approach by the college management.	2
C	Recommendations of staff on ways to improve morale	3

The questionnaire and interview questions were used, and the main themes and categories emerged as follows:

Research Q 1: What are your expectations and what can be done to enhance morale?

Theme 1: Staff expectations and ways to enhance morale

Category 1: Programme Managers at Campus One and Two

Category 2: Lecturers at Campus One and Two

Discussion of all findings of categories and comparisons, similarities

Research Q 2: Explain your understanding of the college's current approach to lecturer morale within the college

Theme 2 - Perceptions of staff on current approach by College management.

Category 1 – Programme Managers Campus One and Two

Category 2 – Lecturers Campus One and Two

Discussion of findings of all categories and comparisons, similarities

Theme 3 - Recommendations of Staff on ways to improve morale

Category 1 - Programme Managers Campus One and Two

Category 2 – Lecturers Campus One and Two

Discussion of recommendations for all categories, comparisons and similarities.

The sample was representative of lecturers and programme managers. Participants' names were represented by alphabets to maintain anonymity and confidentiality. The analysis of the findings from this study examined the participants' experiences of the current practices with an aim to explore the enhancement of morale at the college. All participants were asked the same questions to provide consistency on issues of trustworthiness and direct responses are typed in italics.

4.4 THEME 1: Staff expectations and ways to enhance morale.

The first theme, applicable to objective one, speaks to the expectations of participants regarding lecturer morale, and ways in which it can be enhanced.

The abbreviation (PM1) refers to Programme Manager One from Campus One; PM2A and PM2B refer to the two Programme Managers both from Campus Two;

4.4.1 Data obtained from face to face, interviews with programme managers at both campuses.

Question: What are your expectations and what can be done to enhance morale?

Participant PM 1: Participant PM 1 stated that he expected to see an improvement in the dissemination of information to staff, more transparency, confidentiality and integrity is shown by the management staff. He stated:

It is important for management to disseminate information to the staff, so that the staff can buy in, into the requests that come from management. In terms of the transparency, there is definitely room for improvement. In terms of confidentiality and integrity, there needs to be improvement in terms confidentiality and integrity with regards to our management team.

He further stated that he expected to see an improvement in the current salary that is offered. He stated:

There is definitely room for improvement in terms of the salary that they offer.

He would also like to see more work based exposure for staff and students and felt that this would definitely enhance morale of staff as well as teaching and learning. He stated:

The institution needs to look at work integrated learning work based exposure for; not only for students but for staff and this will definitely enhance teaching and learning, and the morale of the staff.

He further stated that to improve lecturer morale, he would like to see more appraisals being conducted and deserving staff rewarded and acknowledged. He also indicated that training and development were necessary to get a *better output from staff in terms of quality*, and delivery which could *improve the staff morale*.

Participant PM2A: He stated that he expected management to put *something in place* to improve morale to ensure *that lecturers and the staff for the whole college were happy*. He stated that:

This will also help us in improving the results for the students and also to build a good relationship among the staff and all the employees as well.

He further stated that senior management must also have *something in place* where they would be able to recruit replacement staff as soon as possible. He stated;

As people who are heading the institution, they must have something in place, for instance, if someone is gone from the college or the campus they must have something in place as to what we are going to do to replace that particular individual? But you will find that here, it takes very, very long for us to fill up those posts for those people.

Participant PM2B: He stated that he would like to see a solution found on how the safety of staff during strikes can be handled. He stated: *We need to look at that, how can we protect our staff?* He also indicated that staff were locked in the campus and not allowed to exit and their safety was compromised

He would also expect the DHET to look into the salary issue. He argued that the salary paid by the DHET to lecturers did not compare favourably with the salary paid by the Department of Basic Education (DBE) to teachers or employees in industry and that there was a discrepancy in the overtime rate paid at this college when compared to other colleges. He further stated that there were no increases in the overtime rates, for more than five years, while other TVET colleges were paying about double the overtime rate than the sampled college.

He also expects to see senior management on the site more often so that they would have a better idea of what transpires at the campuses. He stated:

Currently what we can say is that they do not know what is happening on site, even to compare what is on the other sites, and those are the big issues that we need to improve on.

He also expected the communication from the central office to the campuses to be clear so that no misunderstandings take place and no teaching time is lost. He stated:

Communication lines from central office to other the campuses need to be clear. Sometimes what happens, in terms of performance we delay everything (To attend to ambiguous messages) so that affects our teaching and learning, so that's why communication is very important.

His expectation is that learner results should be on time and not released late whenever the college reopens, as this impacts negatively on lecturing, teaching and pass rates of learners. He stated:

For the recruitment or selecting of learners, the delaying of results has an impact, because now we need to wait for those pipeline students (students already in the system or returning students) to get results, so that we can recruit new learners. By the time we do that, it will be too late, and so we take everyone (new learners), and it affects our pass rate. Our results (from DHET) must be on time.

Participant PM2B stated that one of the best ways to improve relationships and morale was by introducing team- building exercises or events at the beginning of each year, so that, clear staff communication channels and goal setting and planning for the year could be done with all employees. His expectation is that the central office would budget for such activities to boost staff morale. He stated:

If we can have team building that can help a lot. So maybe, central office needs to budget for that. At the beginning of the year let's start team building so that we can highlight everything, communication line will be clear and set up goals for the staff to do for the year.

4.4.2 Focus group interviews with Lecturers at Campus One and Two.

The same question was used here as stated earlier that the questions were the same for all the interviews to maintain consistency.

Question: What are your expectations regarding staff morale and what can be done to enhance it?

Participant A1: Participant A1 expects to see more involvement, visits and feedback from the campus manager. He needs management to come uninvited to discuss challenges with him and also to compliment him if he deserves it or talks to him if the manager is unhappy with his work. He stated:

I would like to see my own manager come walking through the buildings and if my place is not in order, come and talk to me. Management should come uninvited, anytime to your shop, lecture rooms or classroom and discuss problems with you, compliment if compliment is due.

He further stated that he was elated to see his manager taking part in the donation of blood programme for the first time, by showing his involvement and leading by example, *but after that, he never came back.*

I was so thrilled to see him also taking part in this programme. But after that he never came back. I was so excited about all this; because it was great, the first time the manager actually came and sat down to give his blood. What I am trying to see is more involvement.

He expected to see a structured induction programme introduced at the college. He related what was done previously at the campus, when a new employee was *introduced* to everyone, right up to the Principal or Rector. He stated that it was structured and worked very well for them and that he had suggested for many years for a similar process to be re-introduced at the college but in vain.

He stated that booklets were handed out and at each stage of the induction process it was signed off before the new staff member could proceed to the next stage of the induction process.

“Years ago when I started as a training officer, we had a booklet, induction booklet that was a continuous process to work through, I suggested this many years, so when a new persons comes and receives this booklets. Step one in that booklet is: when he is taken around and that I believe Mr U has done, and then from there, he gets introduced to all the paperwork that needs to be done, all the systems in its place. It a structured, planned process that you work through. Eventually, you get like a flow chart, a map, development map, where you can sign off each of these things, and by the way in introduction, you were taken right up to, in the company that was in charge of this place to the management level there, who introduces them as well. That’s how close this organisation was, and then from there you follow the flow chart, and you could see where you going to, with the new recruit or training officer in my case ok.”

Participant B1: Participant B1 stated that he expected the acting HOD at the campus to have been appointed permanently a long time ago, as he had been acting in this post for many years now. He further stated that appointments should be made as the posts are available. He stated that *this breaks a person’s morale*.

To me he should have been appointed long time ago, that’s my feeling. I mean, what’s the problem, why he keeps on acting? It’s so late, from what we hear from other people, these positions are there, appoint the guy, get him appointed make him more positive and this breaks a person’s morale.”

Participant U1: Participant U1 was of the view that lecturers at Campus One were only paid for one qualification while they possessed dual qualifications which was a requirement at Campus One. Therefore, his expectation was that they should be earning more than most of the other lecturers, who required a single qualification only, according to the needs of those campuses.

He stated the following:

On the salary, they must consider or reconsider, the college has lecturers; these people got dual qualifications, and they are qualified artisans and lecturers. The

part of me being the artisan has been is over- looked time and time again. This have to be improved because the training is practical but you also got theory. The evidence is NCV you can see what going on.

Participant U1 had a similar view as that of Participant A1 and would expect to see the Rector visiting the campus more often in future.

People were waiting for him, in fact, they felt good when he addressed for the first time, but then again, it was a come and go session.

Participant L1: stated the following about the support she received at Campus One when she came into the college as a new staff member. She was given support but in an unstructured way. She stated:

A lot, especially going to programmes like facilitator and assessor, just made it clear of what they were telling me, just to see that they were not steering me in the wrong direction. Everything they told me to do in the classes was just exactly the same as what I was taught in this college. I am grateful, for these types of things.

Participant L1 was supported by Participant A1 who stated that new staff members were supported, but were *not properly oriented*, and that induction of staff was not carried out in a structured way as it should have been.

Participant A2: Participant A2 expected the HOD'S for the campus to be present during the interviews so that the right candidate could be chosen to suit the needs of the campus. Presently HOD'S that attended the interviews were often not necessarily from the campus that requested the staff but from other campuses, with no knowledge of the campus needs.

"HOD should have a say in the staff that are employed in their division. You bring one weak player in the team the team cannot function. You have to carry the lecturer, and this is a burden."

Participant A1, agreed with Participant L from Campus One, that new staff members were supported, but were *not properly oriented* and that the induction of staff was not carried

out in a structured manner. He also concurred with Participant PM1 that there was a big delay in the recruitment process:

The time it takes to recruit staff. It is a long process and also disadvantages the (new) staff, in terms of putting them into the deep end, where they are expected to deliver, but they are not properly oriented on the operations of the institution and what is demanded of them as the lecturer or educator.

Participant A2 from Campus 1 stated that a support group was needed to be put in place, to help new lecturers especially those who came from industry and had no training as educators:

“On the other issue a big institution like this, there is no support group on the technical field, so let’s say you take the new lecturer coming to new students, he is new as you know to the TVET College. Most of us are coming from the industry and teaching is not what we do, to come and join the institution like this. If you come to teach you have to have a support group that will guide and mentor you, before you get relevant training. When we enter this institution, we have to do NPDE in college education. Prior to that now, you are put into this position; you are swimming, if you can’t swim you going to drown. There is no one in this institution that can come and see where people are lacking.”

Participant C2: Participant C2 stated that he expected to see fairness and no favouritism by management among staff. He stated:

Management must see everyone with the same eye. Some people are getting pampered and others are not, others are taking advantage of the others.

Participant C2 also concurred with Participant PM2B from Campus Two that one of the best ways to improve relationships and morale was by introducing team building exercises. He argued that it also improved communication by understanding each other:

Need for socialising, to know why they react in that way, you trying to get professional and do your team building exercise whatever, you let loose a bit and people understand one another, we used to have that but now we don’t, it seems

like management is not worried about the staff, as long as they make money and college is running they are happy.

From the following statements reflects the expectations of Participants N2 and C2, where they concurred that management must be fair and equal to all employees.

Participants N2: *“Management should be always fair and equal to all the employees. Management must always be motivating not discouraging if we get negative feedback our self-esteem suffers, that affect our performances and duties.”*

C2: *“Management must see everyone with the same eye. Some people getting pampered and other are not, others are taking advantage of the others.”*

4.5. DISCUSSION: THEME ONE

4.5.1 Programme managers and Lecturers’ expectations on both

campuses:

From the responses of programme managers and lecturers on both campuses, it was evident that the interaction between lecturers and management were lacking and lecturers would like to see more interaction and involvement by the directorate personnel on campuses, where they should lead by example. The findings of the interview data were in line with the literature where leaders were supposed to set a good example in the workplace, regardless of their status or position, by setting positive examples for staff to emulate (Haddock, 2010). It is important for the effective leader to enable success by creating a harmonious relationship among staff, the environment and task requirements (Wildermuth & Pauken, 2008; Attridge, 2009). Employees who felt that their leader was fully committed and aspiring to a higher cause, were more inclined to reflect those qualities themselves, as opposed to members of a team where the leader appeared absent physically, socially and emotionally (Holtz & Harold, 2008).

From the above, it can be seen that maintaining a robust relationship between lecturers and management needs to be promoted at the college and campuses. Management could ensure that lecturers are committed by supplying them with the right resources,

enabling them to achieve their goals through the direction of their efforts, thus meeting the objectives of the organisation. Abiding by the assumptions suggested in Theory Y, management's role is to develop staff potential and assist them to realise the achievement of common goals (McGregor Theory X and Theory Y, 1960).

4.5.2 Expectations of Lecturers acting in posts

From the above comments, it was evident that lecturers were often appointed in an acting capacity, for years, while their expectations were to be permanently appointed to the substantive posts with full authority. The temporary jobs do not have the same authority as permanent posts. This was evident when Participant PM2 stated that instructions given to employees working under him, were just laughed off *“even the people you are leading, they will end up having some funny comments”*. This does not enhance the morale of lecturers in acting positions.

This was confirmed by the literature review in Chapter 2, where Stevens (2009) identified the following causes of low morale; no career or succession planning was in place, and a lack of proper delegation of authority existed. For morale to be enhanced, lecturers should be appointed on a permanent basis so that they would have the proper authority delegated with the post as Participant PM2 stated that lecturers in acting posts did not have the same authority as those in permanent posts.

4.5.3 Expectations of higher salaries and awards

Salaries paid by the DHET to lecturers did not compare favourably with the salaries paid by Department of Basic Education or industry as Participant PM2B from Campus Two stated:

....also salary, but that one is for Department of Higher Education, in terms of salary if you compare to basic education, we got that issue.

Salary is not market-related, as his salary now compares to what he was earning in 2009, as stated by Participant E1

The basic salary that I am earning now, in 2016, is what I earned in 2009, as an artisan, so it put me seven years back.

Compensation has been a recurring issue for a long time, as it related to the salary grades of faculty staff and administrators at colleges and universities. To motivate lecturers, it must be ensured that employees are given salaries, retirement annuity and medical benefits (Maslow, 1960). The finding that the salary paid by the DHET does not compare favourably with the salary paid by other institutions, is supported by literature where it is found that in comparison to other industries, the wage gap in the education sector was astronomical (Schaeffer, 2000). Finding ways to minimise this astronomical gap would assist to enhance morale.

There is a discrepancy in the overtime rate paid at this college, as compared to other TVET colleges. There were no adjustments in the overtime rates, for more than five years at this college, while other TVET colleges are paying more than double this rate. If this difference in overtime rates is not rectified, the morale of lecturers would be low. Overtime rates are not the same for all colleges, as they are determined by the senior management of the College and Council and not the DHET.

Lecturers who possess dual qualifications should be earning more than the NATED lecturers, where no practical training is involved. The NCV programme and the courses offered at Campus One are similar in a sense that they both have a theory and practical component, as compared to the NATED REPORT 191 programme where only theory is offered. Therefore, the lecturers who have dual qualifications should be compensated.

Employees often seek employment elsewhere, as the college does not pay market-related salaries. The quality of staff that left their jobs in industry to come and work for half their salary at the college is questionable. Bourne (2010) argues that there is an association between wages and the behaviour of employees. Employees have to be rewarded or suitably remunerated for excelling at their jobs. O'Maolalaidh (2000) claims that rewards and benefits reduce employee turnover rates and improve performance, by enhancing morale that leads to commitment. From the literature in Chapter Two, it was

found that the difference in salary levels was directly linked to morale (Clark & Lewis, 1985; Clark & Lewis, 1988). According to

Schaeffer (2000), in comparison to other industries, the salary gap was astronomical.

Salary levels were directly linked to job satisfaction (Clark & Lewis, 1985; Clark &

Lewis, 1988). There are several ways in which to increase staff camaraderies such as award ceremonies, contests and recreational activities (Rockman, 2003).

Although incentive schemes, effective rewards and recognition of achievements are in place at the college, it is on a very small scale. More qualified lecturers need to be recognised to inspire them to improve continuously, leading to a pleasant working environment with improved morale and retention rates.

4.5.4 Expectation of Professional Support and Development

Participant A2 from Campus Two stated that a support group was needed to assist new recruits, especially those who come from industry and have no training as educators:

Most of us are coming from the industry and teaching is not what we do, to come and join the institution like this. If you come to teach you have to have a support group that will guide and mentor you before you get relevant training.

The literature review confirms the data that support is needed in professional development where "best practices" are developed and implemented to enhance the level of output, from work done (Broughton, et al, 2003). The human resources department should influence employees' morale, satisfaction and commitment through enabling staff to obtain new competencies, resulting in higher levels of productivity and efficiency in their jobs. He further states that staff should be developed so that they would be able to progress in their careers (Fathaniy, 2011).

Professional development of staff is one of the most popular ways to continuously teach and train the professional. Before taking on their roles as lecturers, most of them had no formal experience in the field of education, and may not even have had an educational

background. Therefore, the commitment of resources for professional development to increase the knowledge, skills and disposition required is allocated, to ensure a disciplined and suitably trained team of employees (Cohen & Brawer, 1996).

4.5.5 Expectation of releasing of results by DHET timeously (new finding)

Participant PM2B stated that his expectation was that learner results should be on time and not released late whenever the college reopens, as this impacts negatively on lecturing, teaching and pass rates of learners. This is something new that emerged from the analysis of the primary data from the interviews. The late releasing of results by DHET, when TVET colleges reopen, has a detrimental effect as any new learner is eventually taken, so that classes are filled and teaching commences, to abide by the lecturer to learner ratio and commencement of class dates set by the DHET. This has an effect on pass rates. Waiting for results of returning students to be released, which usually takes up to weeks, also delays the commencement of teaching. This places an extra workload on lecturers, trying to complete the syllabus timeously, especially for the trimester classes, where only 10 weeks is allocated for teaching and learning to take place if results are on time.

It has been experienced at the college on numerous occasions, that when examination results are eventually released, after a few weeks, most of the classes are occupied by new students. There is then no place for the returning students, who demand that they should be given first preference to be enrolled, as the delay in results is not their fault. So to appease the SRC and returning learners, the college is often compelled, at the risk of striking learners and destruction of property, to over enrol. This leads to overcrowding in the classes, lower pass rates, and lecturers not completing the syllabus on time, especially with the NATED Report 191 learners. Often lecturers work on weekends to complete the syllabus, and this does not assist in enhancing their morale.

The following article was written in 2013, by Lourie Bosman, who was the then Shadow Deputy Minister of Higher Education and Training. It is in harmony with the data

from the interviews with staff, regarding late releasing of results and consequences thereof; she stated:

Students were expected to have enrolled for the second module by 7 May 2013 and classes started on 8 May 2013. The second module runs over a period of 10 weeks, and the implication of this is that students will have missed two to three weeks of lectures pending the release of results. The second communication (16 May 2013) from DHET, stated the following: "Your centre should already have registered candidates and be offering tuition for the 2nd Trimester of 2013 on the understanding that a candidate will only be certified on the higher level once the subjects for the lower level have all be successfully completed.

Certain colleges have commenced with lectures. However, they have recorded a lowered attendance rate. Some students appeared to be reluctant to attend lectures in the second trimester at a higher level, for fear that when results were released, and they failed the first trimester, they will lose their subsidy and would be liable for re-registration at a lower level. With regard to registration, not all students were able to register as some of them receive subsidies, and failure to have passed trimester one will most likely result in the loss of the subsidy. Some colleges have also shown reluctance to register students for this reason (Bosman, 2013)

The Department of Higher Education and Training (DHET) needs to accept accountability for this delay in results, and take urgent steps to address the problem. We cannot afford to play around with the future of young South Africans any longer. DHET must investigate ways to ensure that results are released before TVET colleges reopen, to prevent all the challenges mentioned associated with the late release of learners' results. Results are delayed for a variety of reasons, which include late registrations, non-submission of ICASS and ISAT marks timeously by colleges, leakage of question papers, withholding of results until the lower levels are passed and time delays in the marking processes.

4.5.6 Expectation of Dress code/uniform by lecturers

Participant U1 stated that their campus was not provided with corporate wear, and all staff dress differently and *it would be nice and professional* if all dressed appropriately so that lecturers would be easy to identify from learners.

U1: all the staff wear differently, but it will be so nice and professional if we wear the same thing. We need corporate wear. It is easy to identify the staff from learners. It been years now they trying for a uniform or a dress code, and for some or other reason they keep on forgetting, or there is no money for it.

Participant M1 from Campus Two concurred with Participant U1 from Campus One, that staff was not dressed appropriately, and no professionalism was displayed as it is hard to distinguish the lecturers from the learners.

From the findings, lecturers from both the campuses are of the view that corporate wear should be introduced, where all staff would be appropriately dressed, and the lecturers and learners would be easily identifiable. The literature review is in harmony with the findings; the way one dresses carries certain messages to those who meet one. Thus, a company that wants to maintain a professional image or certain status in the marketplace should make a dress code a priority. In an article entitled "Professional Dress Code Tips" for Burleson Consulting, Donald K. Burleson points out that employees are expected to dress professionally because of the expectation the public has in the professional nature of their jobs. (Professional dress codes tips: (Retrieved from: <http://smallbusiness.chron.com/importance-dress-code-professionalism-15554.html>)

4.5.7 Expectations on Recruitment, selection and induction of new staff:

During discussions on this topic, there were numerous challenges and unhappiness with the processes as could be seen in the views expressed by the participants above. The findings presented displayed the participants' experiences with regard to the challenges in the recruitment process. Participant N2 stated that it was crucial for the appropriate campus staff to set up a panel when new employees are selected and interviewed for a

vacancy at their campus. Participant A2 stated that the campus HOD'S should be present during the interviews so that the right candidate can be chosen to suit the campus requirements.

Presently HOD's that attend the interviews are often, not necessarily, from the campus that requires the staff. Meanwhile, Participant A1 stated that hands-on experience is a necessity for Campus One, and often guidelines were not followed during the recruitment process. Participant U1 said that the Human Resources Department (HR) were *more reactive than proactive*. There was an extended waiting period, before the staff that was requested; *more than a year ago*, when they arrived at the campus. The lecturers at the campus are often busy with other work and do not have time to do induction for new staff.

Participant PM2B from Campus Two, shares a similar view with Participant U1, from Campus One, that there was a long delay during recruitment.

Hiring the temporary staff, it takes too long from HR to Central Office is also delaying process, so that's why our classes start late

PM2 also complained about the delay in filling vacant posts and staff that left were often not replaced. This results in extra workload for the remaining lecturers.

The findings from the interviews' data is in harmony with Holm's description of the traditional process and verifies that recruitment of staff is a long drawn process (Holm, 2010)

Participant C2 asserted that they are not chosen by their performance but by 'affirmative action' and there is no chance of progression to higher posts.

Participant A2 complained that their campus does not employ people on merit, but nepotism that is rife at the campus. He stated that it was tough for him to get recruited and now he realised that some of the lecturers employed at the college are '*not worthy to be here.*'

4.5.8 Findings from interview data of the lecturers on recruitment.

- Staff selected do not often meet the requirements of the campus, because HOD'S requesting the staff were not always available during recruitment which was done centrally and not at the campus requesting the staff.
- The recruitment process was long drawn out, causing delays and extra workloads for remaining lecturers, until the recruit assumed duty.
- Staffs were demotivated as they felt the new employees were not chosen on merit but by nepotism and affirmative action.

Literature confirms what the lecturers were saying. Management could consider enhancing employee morale in the workplace, by recruiting staff that possess the required competencies needed by the employer, staff that fit the culture of the organisation and can be encouraged to implement best practices at the campus (Myeni, 2010). HOD'S from the respective campuses, requesting staff must be present during the recruitment process. The findings from the data of the interviews is in harmony with Holm's description of the traditional process in the literature study and verifies that recruitment of staff is a long drawn process (Holm, 2010)

No employee wants to be in the same position for years, without any career progression. Therefore they should be developed so that growth in their careers can be achieved (Norman, 2012). All staff who are on the bottom rung of their career paths seek opportunities to further their careers and become demotivated in organisations where there are limited prospects for career progression (Haddock, 2010)

4.5.9 Expectations on Induction of new staff on campus

A new staff member (L1) stated the following about the support she received at Campus when she came into the college as a new employee. She was given support but in an unstructured way. She stated:

A lot (of support), especially going to programmes like facilitator and assessor, just made it clear of what they were telling me, just to see that they were not

steering me in the wrong direction. Everything they told me to do in the classes was just exactly the same as what I was taught in this college. I am grateful, for these types of things.

Participant Amar (A2) , agreed with Participant L1, that new staff members were supported, but not properly inducted and that induction of staff was not carried out in a structured way. He also concurred with Participant Rowan (PM1), that there was a big delay in the recruitment process.

Participant Adam (A1) reminisced about what was done previously at the campus, where a new employee was introduced to everyone, right up to the Principal or Rector. Organisations that do not have policies in place will have no detailed guidelines for their staff to follow (O'Maolalaidh, 2000). It was a good idea as suggested by Participant A1, to have something in place such as a flowchart or map, to follow during induction. The fact that there is no firm policy on how induction should be carried out in the college results in inconsistencies across the campuses, where the lecturers decide on their own, what aspects of induction the new staff requires.

4.5.10 Issues of transparency, fairness, confidentiality and integrity with regards to the management team.

Participant Madoda (PM2) stated that management staff made promises but did not fulfil them, on the issues of integrity and transparency. He also said that confidentiality was lacking on the campus. For instance, he was given confidential information about the interview that he attended. He knew that he was successful before he was contacted officially by the Human Resources department. He stated the following:

The management, if something is confidential, they must keep it confidential.

It is evident from the above statements by the participants that issues of integrity, transparency, and fairness needed to be addressed. Employers should be transparent when dealing with staff, to enhance morale, as staff sought more from the employer, not just a higher salary, but greater personal contentment as well as efficient communication. Companies that were horizontal in communicating information to the staff usually

displayed high staff morale than those who used vertical hierarchy communication (Norman, 2012)

4.5.11 Teambuilding as a means to enhance morale.

Participant (PM2B) from Campus Two stated that one of the best ways to improve relationships and morale was by introducing team building exercises or events at the beginning of the year. This is so that it promoted clear staff communication channels, and set the goals to be achieved during the year. Participant (C2) concurred with Participant PM2B from Campus Two, that that one of the best ways to improve relationships and morale was by introducing team building exercises. He argued that it also improved communication by understanding each other.

The finding of the data was in harmony with literature review from Chapter Two where Makawatsakul and Kleiner (2003) suggest that when management members realise that staff morale is low, interventions should be put in place to enhance staff morale. The establishment of a team building committee, as part of the staff morale committee, which was found to assist towards enhancing the morale of lecturers, could be one of the interventions used to enhance morale and relationships among staff. (Makawatsakul & Kleiner, 2003). Forming staff morale enhancing committees would ensure that staff concerns and negativity are addressed. This could contribute towards enhancing lecturer morale. Morale is closely related to self-respect, which in turn, contributes to a positive self-image (Haddock, 2010). The researcher further states that morale was how lecturers felt about their work and the college. If morale is low, participation is likely to be limited to doing only what is required. Conversely, high morale suggests that lecturers may participate with enthusiasm and a sense of commitment (Finger, 2005; David & Gary, 2010)

4.6 THEME 2: Perceptions of participants on current approach by College management

Question: Explain your understanding of what the current approach at the college is, to enhance lecturer morale within the college? What can be done to improve morale?

The programme managers from both campuses agreed unanimously that there was no strategy in place from senior management's side to enhance morale at the college.

The views of all the participants are shown below:

4.6.1 The views of the programme manager from Campus One (PM1), and two programme managers from campus two, (PM2A) and (PM2B).

Participant PM1: Participant PM1 indicated that there was a problem with staff morale and the college management was not doing enough to address this challenge. He stated:

At the moment they are not doing enough so there is a problem with the staff morale and there is, definitely, room for improvement, so in my personal opinion, I think, definitely, they are lacking in that area.

He further stated that lecturers were not acknowledged for their input. Management needs to conduct more appraisals and lecturers should be sent for training and development.

Participant PM2A: He, stated that the college management approach was not solving their challenges at the campus level, and he further said that there were numerous complaints against management, which suggested that the college management did not give lecturers support. He stated:

I think the approach from the college management side is not good at all when it comes down to the lecturers, because I strongly believe, if they were doing good enough, there shouldn't be any complaints and concerns from the staff against the management.

He further stated that the Rector and his two deputies 'haven't done anything, to improve anything, for the college.' He articulated:

College hasn't done anything to improve anything, for the college, from my own perspective, right from our college Rector. They haven't done anything, together with his deputies.

Participant PM2A recalled that the Rector only visited the campus once, and consequently, the decisions taken by staff, at ground level by senior management, were made without sufficient personal knowledge of the real conditions at campus level:

Since our Rector came here, I think it was 2013 or 2014, but you will find that maybe only he came to this campus once. How can you be a Rector and not visit the campuses? not knowing what is happening on ground, and that is why end up taking wrong decision for people on the ground

He stated that the approach from the management side was *not good at all when it comes down to the lecturers* because there were many complaints and concerns from the staff against the senior management.

He further stated that the college did not do anything to improve the morale at the college and lecturers were not motivated to go to classes as basic needs were not given to them, he said:

There is not even a chair to sit in the class, even a table, even if you need to have material to use, every time there is a lot of stories, but if you try to follow the procedures, you will find that the biggest problem we facing is at the top from Central management, that is where they are taking the decisions, it is demotivating.

He also stated that there was no proper staffroom, or canteen facilities and lecturers were using their cars as staffrooms, canteens, and storage space for their teaching materials. He stated:

While the person doesn't have even a staffroom to sit, that person doesn't have even a canteen; there is no staff room, there is nothing. People are using their own cars, under trees, to use those cars as their staffrooms, their offices, to keep their stuff and textbooks.

He stated that the senior management instructed the managers on campuses to carry out their decisions. He stated:

Even the campuses are controlled at central level. We may have the management at different campuses, but those management people are also ruled by the central management at the top there, they only doing what is told them to do, so that is also discouraging and demotivating.

He asserted that staff were in posts in an acting capacity, for some years without the vacancies being filled by staff on a permanent basis. He also argued that acting posts are not delegated with the same authority as permanent posts and in most instances, subordinates tend to ignore his instructions as he was in an acting position.

Participant PM2B shares the view of Participant PM2A, that management does not visit campuses, and are therefore unaware of what is happening at ground level:

Senior Management need to visit the site so that they know what is exactly happening. Currently what we can say is that, they do not know what is happening on site; even to compare what is there on the other sites. Those are the big issues that we need to improve on.

Participant PM2B further stated that management gave some lecturers preferential treatment during examinations, where they did less invigilation on exam duties than the others, although there were no other duties allocated to them. He follows up by stating that some invigilators do more invigilation duties than other lecturers, which he considers as 'unfairness.'

You find some people are taken out from the invigilating timetable during exams, and others were left; those people were replaced by other people. All of a sudden, people were complaining why others are taken out; that other people are treated better than others, only to find that those people taken out from the invigilation, that there was nothing for them to do after they have been taken out. That is where I can talk about the unfairness."

Participant PM2B from Campus Two stated that campuses in the urban areas were given preferential treatment, while those in the townships were neglected as far as resources are concerned:

...fairness in the treatment of all the campuses, like in Newcastle we got campuses in the town and also in the township. Those campuses in the town, they got everything to support their staff, but if you look at the campuses in township, they got nothing, so that is the issue we can pick up in terms of morale of our staff.

4.6.2 Comparison of views of the programme managers from both Campus One and Campus Two

The programme manager from Campus One (PM1) indicated that there was a problem with staff morale and the college management was not doing enough to address this challenge. He further stated that lecturers needed to be acknowledged for their inputs, more appraisals should be conducted by management and lecturers should be sent for training and development. Participant PM2B from Campus Two stated that campuses in the urban areas were given preferential treatment, while those in the township were neglected as far as resources were concerned. Participant PM2A felt that the college management approach was not solving their challenges at the campus level, and he further stated that there were numerous complaints against management, which suggested that the college management did not support lecturers. He also asserted that the Rector and his two deputies *haven't done anything, to improve anything, for the college*. Participant PM2A recalled that the Rector only visited the campus once, and consequently the decisions taken by staff, at ground level by senior management, were made without sufficient personal knowledge of the real conditions that existed at the campus level. Participant PM2B from Campus Two shared the views of Participant PM2A, that management did not visit campuses and were, therefore, unaware of what transpired at ground level.

4.6.3 The views of lecturers from Campus One and Campus Two

Participant (U1) from Campus Two verified that this was also the situation at their campus, where the Rector visited them once only, since being appointed a few years ago.

The Rector came over in his first appointment, he addressed the people, and he said will come back, and he never came back. People were waiting for him, in fact,

they felt good when he addressed for the first time, but then again, it was a come and go session.

Participant A1 stated that senior management did not inspect the operations at the campus. He stated

....the present manager does not even come and walk through here, not for inspection, but to see; if this ship still going in the right direction, you know, Captain that is in charge of the ship, he must inspect the whole ship, he knows what is going on in the whole ship. Our Captain does not know it. What I am trying to say more involvement in general, that is the type of thing I would like to see.

Participant A1 stated that his manager did not inspect the operations at the campus and he was unaware whether operations on the campus were moving smoothly according to plan and if 'ship' was going in the right direction' as he put it.

The findings from the data were in harmony with literature which found that when staff felt unappreciated in the workplace, their level of productivity decreased (Haddock, 2010). Conversely, they performed at peak levels and delivered the desired results if they were recognised and appreciated.

Participant (S2) from Campus Two stated that there was nothing in place to enhance lecturer morale:

There is no current approach, nothing is in place, the management of the colleges need to put something in place that will motivate your lecturers and also when it's time to build and capacitate the lecturer.

Participant C2 agreed with Participant S2, that nothing had been put in place to improve staff morale on this campus.

"There is nothing that management put into place that improves the staff morale, nothing at all."

Participant Noddy (N2) agreed with Participant C2 that the management of the college has '*nothing*' in place to enhance lecturer morale.

Participant Monty (M2) was not satisfied with the type of support by management, whom he felt was the cause of their low morale. He argued that it was not possible to '*boost student morale*' if lecturers' morale was low:

Management lowers our morale here at college....If my morale is low how can I boost student morale up? We need to get management itself; they are the cause of this whole situation in the college, for our morale.

He further stated that matters discussed in meetings are often forgotten, and no feedback was given to them:

Management promises us nothing, and gives us nothing, that is the bottom line because they don't have anything to promise us; Matters discussed in the meeting, and you will never even hear about it ever again. Also, under general comments of the interview guide in this meeting, we are not happy about the college and our morale is very, very down.

According to Participant M2, management did not provide feedback on issues discussed in meetings. It is important to build communication trust, which allows managers to share information and provide constructive feedback on issues.

Participant A2 concurred with Participant N2 that there was no recognition for good work and added that appraisal should be done to determine lecturer weakness and strengths.

There is nobody coming to you and saying, from the previous time, you did better. There is no recognition for that. As the lecturer you need someone to give you an appraisal, to see where you stand, where is your weakness, where is your good quality, where is your strong qualities.

Participant C2 was in agreement with what the previous two participants said about the lack of recognition:

I am talking about all the staff that works here. Even a thank you will pick someone's morale; here you do something, no one will compliment.

Participant C2 compared their infrastructure and equipment to other campuses of the college. This verifies what programme managers PM2 and PM2B, stated about the lack of material, resources and infrastructure at the campus.

Other campuses you will see that, in the classroom, they have computer equipment including data projectors in every classroom. They got fans in their classrooms; all the offices got air-con. Every time you ask anything for this particular campus, it's this and that, while we are the one working our backs off to generate the funds for this particular TVET

He also further elaborates on the condition of the staff room, which demotivates them:

We do not have a decent staffroom; if you look at the number of staff, NCV and NATED all of us, won't fit there. If you look at the other campuses infrastructure and the things that they get, you get demotivated, and you ask why we don't get the same?

Participant A2, pointed out inconsistencies in the way lecturers were treated, where some were given preferential treatment and others were not. Some lecturers came to the college late and some came just to clock in at the campus, in the morning, and left the campus. These were not reprimanded or disciplined by management, while some lecturers were harshly treated, as Participant A2 implied, by stating, 'you going to get your head chopped' for such transgressions:

There are people who are late comers, habitually they are late, and nothing is done about it, chronic lateness. We also see people coming and parking outside, enter and clocking in, then they leave, but if you do that, you going to get your head chopped.

4.6.4 Discussion on views of programme managers and lecturers from

Campus One and Campus Two

The ideas that were raised by the programme managers and lecturers were supported by literature which stated that strong visible support and interaction by management allowed lecturers to realise that their ideas were valued and motivated them to be more committed to the organisation (Vereydu, Mughari & Ghasem, 2010). The findings on unfair treatment was supported by literature, where it was found that staff experiences low morale when they are treated differently or unfairly, and also when their inputs are not considered or appreciated when decisions were taken. O'Maolalaidh (2000) stated ".....for example, employees should be treated fairly and given rewards or incentives for their contributions to the organisation." Fullan (2001) also supported the ideas that were raised by the programme managers that the leader's primary responsibility is to support the professional development of their lecturers by focusing on the aspects such as professional development of lecturers through relevant seminars and workshops and acknowledgement for any good work done by them.

The views of the programme managers and lecturers from the two campuses under study indicated: there was a problem with staff morale and college management was not doing enough to address this challenge. The current college management approach was not solving the challenges at the campus level. Senior management rarely visited the campuses, and consequently the decisions are taken by them, which affected staff at campuses. Management gave some lecturers preferential treatment. Campuses in the urban areas were also given preferential treatment, while those in the township were neglected as far as resources and infrastructure are concerned.

The ideas expressed in the interviews are verified by the literature from the literature review in Chapter Two. It stated that if employees who felt that their leader was fully committed and aspiring to a higher cause were more inclined to reflect those qualities themselves, as opposed to members of a team, where the leader appeared absent physically, socially and emotionally (Holtz & Harold, 2008). The literature study also confirms that feedback was necessary for managers to guide employee performance constantly. Matters discussed in meetings were soon forgotten, and no feedback was

given to the lecturers. It is important to build communication trust, which allows managers to share information and provide constructive feedback on issues. When feedback is given promptly and to assist the employee, it motivates employees and improves their output. Thus, managers should provide feedback in a way that assists the employee to accept their comments. Rather than using criticism and focusing on negative performance, a better strategy is to have the attention on devising methods for future improvement (Lazeby, 2008). The literature study confirms that feedback is necessary for managers to guide employee performance constantly.

Campuses were not treated equally, and the infrastructure and staff room at Campus Two is comparatively inferior to other campuses. Participant C2 compared their infrastructure and equipment to other campuses of the college. This verifies what Participants PM2 and PM2B stated about the campus. As mentioned earlier, this aspect was also expressed by programme managers and the findings on unfair treatment are supported by the literature, that low morale is experienced among staff when staff is treated differently or unfairly, and also when their inputs are not sought for or appreciated when decisions are taken.

O'Maolalaidh (2000) states ".....for example, employees should be treated fairly and given rewards or incentives for their contributions to the organisation."

There are inconsistencies in the way lecturers are treated, where some are given preferential treatment and others are not. Some lecturers come late, and some come just to clock in at the campus, in the morning, and leave the campus, and are not reprimanded or disciplined by management, while some lecturers are harshly treated.

Management does not inspect the operations at the campus. There is nothing in place to enhance lecturer morale. Management does not provide feedback on issues discussed in meetings. There is no recognition for good work and appraisals to determine lecturer weakness and strengths. Comparatively, there is poor infrastructure and equipment compared to other campuses of the college. The staff room is not fully equipped for staff.

It is evident that lecturers perceive the current approach by management to enhance their morale, as ineffective or non-existent. Literature verifies the findings of the interview that low morale is one of the contributors to lecturers leaving the college. Staff who are in the organisation for a longer period do not usually leave the organisation because of work conditions, but rather because of the autocratic style of management approach used . (Drew, 2011). Conversely, if employees who feel their leaders are fully committed and aspiring to a higher cause are more inclined to reflect those qualities themselves, as opposed to members of a team where the leader appears absent physically, socially and emotionally (Holtz & Harold, 2008).

The findings of a survey conducted by the Education Labour Relations Council (ELRC) (2005), also confirms that educators appeared to be exiting the profession in large numbers. It was alleged that one of the primary reasons that were suspected for this exodus, was low morale. Low morale could lead to poor performance and consequently result in bad learner pass rates, high levels of turnover and absenteeism (Hatton, Emerson, Rivers, Mason, Swarbrick, Kiernan, Reeves & Alborz, 1999)

4.6.5 Management visits and support are almost non-existent

From the findings, it can be seen that lecturers on the campuses are unhappy with the virtually non-existent visits by senior management of the college. Senior managers are perceived to be unaware of what the real conditions on campuses are. The findings of the interview are confirmed by the literature from Chapter Two, that leaders are supposed to lead by example in the workplace, regardless of their status or position, by setting positive examples for staff to emulate (Haddock, 2010).

It is necessary for senior managers to visit campuses, so that they have first-hand knowledge of any deficiencies or shortcomings that need to be rectified by them, and they can also interact and praise lecturers for a job well done, and provide extra professional support where needed. It is the leader's primary responsibility to support the professional development of their lecturers, focusing on the aspects such as the professional development of lecturers through relevant seminars and workshops and

acknowledgement for good work done by them (Bondesio, Musaazi & Fullan, 2001). Strong visible support and interaction by management allows lecturers to realise that individual ideas are valued and motivates them to be more committed to the organisation (Vereydon, Mughari & Ghasem, 2010).

4.6.6 Unfair treatment of lecturers and campuses by the management staff

Unjust and unequal treatment of lectures and campuses was evident from the data of lecturer interviews. The infrastructure, classrooms and the staffroom were not conducive for lecturers to use; the resources were not distributed fairly across all campuses and Campus Two in the rural area was comparatively disadvantaged.

Management gave some staff preferential treatment. They were not consulted when decisions concerning them are taken. For example, when the changing of invigilators during exams was done, resulting in some lecturers being given greater workloads than others.

The literature supports the finding on unfair treatment, that low morale is experienced among staff when they are treated differently or unfairly, and also when their inputs are not sought for or appreciated when decisions are taken.

O'Maolalaidh (2000) states “.....*for example, employees should be treated fairly and given rewards or incentives for their contributions in the organisation.*”

When management takes decisions without incorporating lecturer inputs, lecturers become demoralised, feeling that their inputs are not valuable to the college. This could lead to a lack of motivation to support any decisions taken by management staff, which consequently leads to lower morale (Briggs & Richardson in Noordin & Jusof, 2009).

4.6.7 Lack of recognition and motivation by management:

Lecturers are not acknowledged or recognised for their efforts by the management. The findings from the data are in harmony with literature which finds that when staff is unappreciated in the workplace, their level of productivity decreases (Haddock, 2010).

Conversely, they will perform at peak levels and deliver the desired results if they are recognised and appreciated.

Referring to the application of Maslow's Hierarchy of Needs to Management; if accepted as being true, then as per Boeree (2006), there are crucial leadership implications. It provides for the promotion of workplace motivation. There are a variety of ways to motivate staff, through the style of management; Esteem needs are provided through the recognition of achievements by staff, respecting their views, delegating important projects to motivated employees and affording status by making them feel valued and appreciated by the institution (ibid).

4.7 THEME 3: Recommendations to promote lecturer morale at the college

The researcher received recommendations from all the participants (programme managers and lecturers) of both the sampled campuses. The researcher regarded all the participants to be important because they all belonged to the sampled campuses and were all concerned about the morale of employees at the sampled college. For the senior management of the college to succeed in their role of promoting high morale at the college, the staff on the campuses should be involved. All interested parties at the college should be engaged in influencing any change in morale by being full participants in the process of change. Through their full participation, staff can develop improved skills in handling important matters, thereby giving valuable inputs to enhance the morale at the college (Mc Ewan, 1998).

Henceforth, all interested parties should have a moral responsibility in working as a team, in creating an environment where high morale among college staff can be maintained at the college. It should also be noted that the recommendations were grouped according to the responses from the two categories (programme managers and lecturers) of the college. Their recommendations are listed below:

4.7.1 The recommendations of the programme managers from Campus One and Campus Two.

Participant PM1 recommended that:

- Staff and learners need to get exposure to the real working world by introducing work integrated learning at colleges where staff with their learners from, for instance, the catering division could work in food outlets to gain practical knowledge of their future working environment, during weekends.

The institution needs to look at work integrated learning work based exposure for; not only for students but for staff and this will definitely enhance teaching and learning, and the morale of the staff.

- Training and development were necessary to get a *better output from staff in terms of quality*, and delivery which could *improve the staff morale*.
- There should be an improvement in the dissemination of information to staff, more transparency, confidentiality and integrity shown by the management staff. He stated:

It is important for management to disseminate information to the staff, so that the staff can buy in, into the requests that come from management.

Participant PM2A: Recommended the following:

- Vacant posts, where lecturers in these posts are in an acting capacity, should be advertised and filled on a permanent basis. He also argued that acting posts are not delegated with the same authority as permanent posts and in most instances, subordinates tend to ignore his instructions as he was in an acting position himself.
- Acting posts should have the same authority as permanent posts.
- Central office management should ensure that the campuses are well resourced especially Campus One.
- Proper staff room and canteen facilities should be provided by the college as lecturers were using their cars as staffrooms, canteens and storage space for their teaching materials.
- Senior management campus visits should be more frequent as they seldom visited the campuses, He stated.

Participant PM2B: Recommends the following:

- Salary structure which was market-related should be implemented and overtime rates should be standardised and increased to be on par with other TVET colleges in the country.
- A plan should be implemented to safeguard the staff during learner protests.
- Results should be released before TVET colleges reopen, to prevent all the challenges mentioned associated with late release of learner results.
- The process of recruitment of staff should be expedited.
- Proper feedback and communication channels should be improved at the college.

4.7.2 The recommendations of lecturers from Campus One and Two

Participant A1: Recommends that:

- Senior managers on sites should show more interest and involvement.
- Proper feedback and communication channels should be improved at the college.
- Structured induction programme should be introduced for new staff.

Participant U1: Recommends that:

- Corporate wear or appropriate dress for the college should be introduced
- Lecturers should be recognised and awarded for good performance.
- The process of recruiting new staff should be accelerated.

Participant C2: Recommends that:

- Staff should be recognised and acknowledged for good work done.
- Fairness and equality should be shown to all staff; no favouritism should exist.
- Staff should be appointed according to merit, not affirmative action or nepotism
- Induction of new employees should be done by the central office.

Participant N2: Recommends that:

- Constructive criticism should be used instead of demoralising staff, by negative comments.

Participant Moody (M2): Recommends that:

- Proper maintenance should be done to prevent instances such as flooding of carports during rainy days.

Participant A2:

- Teamwork among employees of each department should be encouraged, and the supervisor should try to create an atmosphere suitable for the campus.
- The commitment of more resources for professional development, such as a support group to assist and guide new lecturers who are recruited from industry and have no lecturing experience in the classroom.

4.7.3 The recommendations of the programme managers and lecturers from Campus One and Two

- Salary structure which is market-related should be implemented and overtime rates should be increased to be on par with other TVET colleges in the country;
- A plan should be put in place to safeguard the staff during learner protests;
- Results should be released before TVET colleges reopen, to prevent all the challenges mentioned that are associated with late resulting of learners;
- Proper feedback and communication channels should be improved at the college
- Staff and learners should be exposed to the real working world by introducing Work Integrated Learning (WIL);
- There should be an improvement in the dissemination of information to staff, more transparency, confidentiality and integrity displayed by the management;
- Vacant posts, where lecturers in these substantive posts are in an acting capacity, should be advertised and filled on a permanent basis;

- Acting posts should have the same authority as permanent posts;
- Central office management should ensure that the campuses are well resourced especially Campus Two;
- Senior management campus visits should be more frequent as they seldom visit the campuses;
- Proper staff room and canteen facilities should be provided by the college as lecturers were using their cars as staffrooms, canteens and storage space for their teaching materials on Campus Two;
- More interest and involvement to be shown by managers on sites;
- Proper feedback and communication channels should be improved at the college;
- Structured induction programme should be introduced for new staff;
- Corporate wear or appropriate dress for the college should be introduced;
- Lecturers should be recognised and awarded for good performance;
- The process of recruiting new staff should be accelerated;
- Staff should be recognised and acknowledged for good work done;
- Fairness and equality should be showed to all staff, no favouritism;
- Staff should be appointed according to merit, not affirmative action or nepotism;
- Induction of new employees to be done by the central office;
- Constructive criticism should be used instead of demoralising staff by negative comments;
- Proper maintenance to be carried out on campuses to prevent instances such as the flooding of carports at campus during heavy rainfalls;
- Teamwork among employees of each department should be encouraged, and supervisors should try to create an atmosphere suitable for the campus; and
- There should be commitment of more resources for professional development, such as a support group for lecturers who are from industry and have no lecturing experience.

4.8 CONCLUSION:

This chapter presented the information obtained from the data of the interviews, analysed it and discussed the findings against the research questions. The role that the senior management needed to play in improving the morale of the lecturing staff and the working environment was explored. The senior management urgently needs to put mechanisms in place to enhance and maintain a high morale among the lecturing staff; literature supports this. According to this study, the senior management staff appeared to be unaware of the existence of low morale among the employees at campuses or had no strategy in place at the college to deal with this phenomenon.

The last and next chapter deals with three broad sections to address the research topic. The first section gives a summary of the research, the second section provides recommendations, and the last section states the limitations of this study and areas for further research.

CHAPTER 5**DISCUSSION ON FINDINGS, CONCLUSION, LIMITATIONS AND
RECOMMENDATIONS****INTRODUCTION:**

The previous chapter consisted of a discussion on the findings from data gathered from the interviews, analysis and discussions. This chapter presents the synthesis of the findings, recommendations and conclusions made by the researcher and draws conclusions which confirm that the research question has been effectively answered; illuminate the strengths and limitations of the study and provide the reader with recommendations for further research in this area. The main question posed by the study as formulated in Chapter One is linked with the findings as set out in this chapter.

5.1 SUMMARY OF THE STUDY

It is important to emphasise the aim of the study, which was to identify strategies in which the levels of morale among staff at the sampled college could be enhanced. This summary of the research findings is based on literature review and the responses obtained during the collection of data. Henceforth, this study focusses on effective strategies that could be implemented and lead to improved staff morale. The following is an outline of how the chapters in this dissertation were set out to obtain the stated objectives.

Chapter One gave a brief introduction of the research and discussed its background. The aim and problem statement of the study, regarding ways to enhance lecturer morale at the sampled college followed. The chapter also addressed the purpose of the study, the objectives, the problem statement, the research methodology, a definition of terms, validity and reliability, ethical considerations and outlined the structure of the research.

Chapter Two gave a wide critical overview of the literature study on the theories of different researchers regarding strategies to improve lecturer morale. The researcher also discussed ways in which the senior management of the college could contribute to enhance the morale of lecturers. The benefits of maintaining high lecturer morale as compared to low lecturer morale and strategies to improve morale were also reviewed. These aspects were examined because they concentrated on the primary focus of the research, which was to determine strategies that could be utilised by the senior managers to promote an environment of great lecturer morale.

Chapter Three dealt with the methodology and research design of the study. The qualitative method was selected, and motivation was given for selecting this type of the investigation approach. The data analysis process and ethical considerations were also explained.

Chapter Four described interpretations of the findings, analysed and discussed interviews with the programme managers and lecturers from the two campuses of the sampled college.

Chapter Five gives a brief summary of chapters one to five of the whole study, a consolidation of the findings, conclusions, recommendations and the limitations of the study. This chapter includes the researcher's interpretation and conclusions from the data that was collected

5.2 DISCUSSIONS OF FINDINGS, INTERPRETATION AND RECOMMENDATIONS

5.2.1 Lack of Senior Management Support and Recommendations

It was found that senior managers hardly ever visited the campuses. This was discouraging to lecturers since senior management staff was supposed to be supportive to campuses by visiting, interacting and motivating lecturers thereby gaining personal knowledge of what transpired at the campuses and assist in rectifying situations that demotivated staff. At the moment, both the campuses stated that they were visited and addressed once only, by senior managers. One of the leader's most important responsibilities was to create high morale among staff to ensure the achievement of the college goals. Supporting the development of the lecturers, and showing acknowledgement for any good work done by them, motivates the lecturers to improve further.

Recommendation:

It is recommended that senior management ought to interact more often with staff, by visiting the campuses and noting staff views on ways to improve their working conditions, what motivates them and other relevant issues concerning lecturer morale. The

conversations with lecturers themselves may motivate them, leading to morale enhancement just by the interaction with them. On the other hand, unhappy lecturers can have negative consequences for the college. Not only will they become less efficient and absent from college more frequently, but once they resign all the costs involved in recruitment, induction and mentoring new employees until they are declared competent to work without supervision, will be lost by the college.

The researcher's view is that, since it is the lecturers who are working in the classrooms and training workshops with learners were better informed about what happened at ground level than the college management, therefore their significant inputs should be considered. Employees are better placed to point out inefficiencies in their working environments, but not all of them feel empowered or obliged to do so. It is recommended that staff should be given the opportunity to be heard, as this could not only enhance morale but also become a potential problem-solving tool for the college. Henceforth, a study should be conducted on the formation of committees or fora to represent staff.

5.2.2 Lack of recognition by managers for outstanding lecturer efforts

The lecturers were dissatisfied with the lack of recognition by management personnel for outstanding efforts by them. As respondent C2 from Campus 2 stated; *"that even a 'thank you' would suffice,"* while Respondent A2 from Campus 2 said that management needs to point out any flaws in their operations and conduct appraisals.

The fastest way to lower morale is to treat an employee like some mechanical device. On the contrary, staff needs to be recognised and praised on outstanding achievements. Praise ones employees at staff meetings, or give them time off, or compensate them financially if possible.

It is true from personal experiences, as a member of the management team, if lecturers' views are not recognised or appreciated by management, when issues affecting their work environment or college improvements were being discussed, then they would be reluctant to support any decisions taken without receiving inputs from them.

Currently, an award system exists at the college, but on a small scale and the criteria used to choose the recipients for recognition by giving awards, is not very transparent, as some staff felt that they were overlooked yet they also performed well.

Recommendation:

It is recommended by the researcher that in future, more deserving staff should receive recognition for good performance, in the form of staff awards, continuous appraisals, financial compensation and merit rewards that would boost their morale. Small perks such as early time off for employees to attend to their personal needs should also be considered.

Recommendation for future studies

For future studies, the following should be looked into: a transparent, standardised criteria for selecting and awarding outstanding performing lecturers for staff awards across all the campuses in the college. Small perks may be introduced in recognition of excellent performance.

5.2.3 Lack of policies and guidelines on Induction and Safety on campus

It was found that some policies and guidelines, such as those for induction of new staff and safety on the campus, were not supplied and disseminated to employees on campus. This resulted in campuses conducting their induction, which was unstructured and not standardised across all campuses. One of the reasons that lecturers were complaining about doing induction, in a structured way, was because of the already heavy workloads they were carrying. Lecturers usually carry heavy workloads and feel that there is insufficient time during the day to complete most tasks, partly because they are inundated with directives, assessments, new curricula, and an increasing amount of necessary paperwork. This often results in low levels of lecturer morale.

One new staff member, respondent L, was given support at Campus One as far as induction was concerned, albeit in an unstructured way. This indicated that the employees at Campus One were trying to induct new staff, by equipping them with the necessary

skills and knowledge that is needed at the campus, but in an unstructured way. This also is a step in the right direction for the campus, since the necessity of being trained was welcomed by the new staff member, although no guidelines or policies on structured induction were available at the campus.

Therefore, it is recommended that this situation is rectified, as soon as possible, and policies and guidelines are developed and disseminated on all the campuses.

Recommendations:

Investigation of College Induction policies:

An investigation and policy on induction of new recruits should be conducted, compiled and circulated to all staff on campuses. An inquiry into factors, which influence management's success and induction approach at the colleges, may also assist in normalising this situation. Senior management staff should prioritise the induction programme, in their employees development and performances plans, and introduce the necessary changes to suit the needs of staff.

Updating and disseminating Safety Policy and Guidelines

College management should update safety policies and guidelines and distribute them to all staff including campus staff, so that they are aware of any new regulations included in the safety rules, safety procedures and warnings of unsafe conditions, so as to react promptly in cases of emergency situations. Unlike during the recent strikes, staff did not know how to respond and their lives were endangered when they were further locked on campus while stones were thrown at them through the window panes.

A fully operational safety committee should be appointed to meet regularly and discuss hazards and unsafe conditions on the campus and find and implement solutions.

Research on policies and guidelines

It is recommended, for future investigation, that interventions be introduced from the college as well as from the DHET in developing and disseminating standardised

guidelines and policies, to all staff to enhance morale, and offer them direction and eliminate confusion on campuses. Interventions could involve workshops on motivation and the advantages of referring to policies and guidelines for direction when taking decisions.

5.2.4 Unequal Distribution of Resources and Working Conditions

The staff was unhappy with the uneven allocation of resources that occurred on the campuses. For example, when programme managers at Campus Two stated that the urban campuses were given more resources than their rural campus. The general working conditions for lecturers at Campus Two were demotivating and not suitable for proper lecturing and training to take place.

Recommendation: Investigations into Infrastructure and Resources on Campuses

The researcher recommends that issues that emerged from the findings, concerning the lack of infrastructure and resources should be investigated and rectified to assist lecturers in fulfilling their duties, and also enhancing staff morale. All campuses should be treated fairly, not using their location as selection criteria for the infrastructure and other educational resources to determine what is allocated to them. A fully equipped staff room and cupboards needed to be set up for staff at Campus Two, as the majority of the lecturers use their cars to store their teaching materials and also have their lunch there. The researcher also recommends that the college management staff should review the current working conditions and get the views of all staff concerned, as to what needs to be improved, removed or installed at the campuses.

5.2.5 Promotions and Appointment of Lecturers on Permanent Basis

Educators were dissatisfied with prospects of promotions and progression in their careers at the college. Some lecturers were demotivated by affirmative action, as participant C2 stated that the promotional posts were not done on 'merit.' The current status revealed that some lecturers are in substantive posts but on an acting capacity for many years,

without the posts being advertised and filled on a permanent basis. A case in point is respondent U1 from Campus One, who has been acting for more than five years now. Acting staff were not awarded the same authority, recognition status and job security as permanent staff occupying similar substantive posts. Additionally, lecturers working under their supervision tend to ignore their instructions and do not take them seriously.

Recommendation for Career Planning and Development study:

It is recommended that career planning and the development of pathways for career progression should be done as soon as possible by senior management so that the appointment of senior lecturers and heads of departments can finally be filled on a permanent basis. Policies and guidelines regarding this should be distributed as well as disseminated to all staff at the college, so that staff are informed about the paths that are available to them.

5.2.6 Communication and Dissemination of Information.

The lecturers were dissatisfied with the manner in which communication and feedback were handled on the campuses. If staff were not informed about latest developments in the college, how would they achieve the targets, objectives and goals of the college? Currently, this is the case at the college where relevant information does not always cascade down to the lecturers. It is usually the Heads of Faculties who are informed by senior management to disseminate information to lecturers in their faculties. They either forget at times or perhaps they select what information they need to impart to staff. This leads to much unhappiness among lecturers at the campuses.

Recommendation: A study of communication and dissemination of information.

It is recommended that shortly, a study should be conducted at the college on ways for effective communication to take place so that all employees are informed and aware of recent developments at the college. For example,, the initiation of a college newsletter may be considered.

5.2.7 Remuneration and Benefits

The lecturers were dissatisfied with the low salaries and overtime rates that they receive. The Department of Higher Education should consider rectifying this issue of remuneration as it could impact negatively on the country's economy as well when lecturers resign to take up better-paying jobs with better prospects elsewhere. It should be noted that it is the TVET college lecturers, who transfer skills and vocational education to the people that the country so desperately needs to boost employment. In most cases, lecturers have dual qualifications, an engineering or trade qualification as well as a professional teaching qualification. This has been evident in the Landscape Document for Education 2008, which stated that proper pay frameworks and pay policies need to be implemented, especially for that staffs that are continuously upgrading their qualifications. Remuneration represents a symbol of achievement and a source of recognition for employees (Arnold & Feldman, 1996). The long drawn out educator's pay increases that took place in June 2007 showed their displeasure over poor salaries and benefits that they receive. Promises were then made, and notices were publicly announced and displayed, but positive results are yet to materialise. This has contributed negatively to lower the morale of educators further.

Recommendation for future research on salary

It is recommended, that for future research, a new salary structure which is market-related, should be investigated and implemented in the TVET sector. Overtime rates should be standardised by the DHET across all the colleges in the country, to prevent animosity among lecturers, and thereby enhance their morale.

5.2.8 Forum to be created for lecturers to give their inputs

It was found that lecturers were not usually afforded the opportunity to submit inputs when decisions that affected them directly were taken by the college management. It is evident from the results of the data that a participative decision making style was not used at the college, leading to low morale among the staff, as their views are not taken into account

during decision making. Also, this is also in conflict with the constitution of the country, since a democratic decision making and participative management style has to be promoted and introduced in educational institutions. Committees or fora where staff would be given an opportunity to voice their views should be introduced at the college.

5.2.9 No Teambuilding Exercises

There are no teambuilding exercises initiated by management for the college. Forming staff morale enhancing committees would ensure that staff concerns and negativity is addressed, which could contribute towards improving morale.

Recommendation: Teambuilding events to be introduced

Team building exercises or events could be one of the interventions towards enhancing morale and relationships among staff. Socialising and getting to know the staff better creates better working relationships, promotes clear staff communication channels, and assists in working together to achieve the goals of the college.

It is strongly recommended that teamwork among employees of each department should be encouraged and the supervisor in charge should try to create an atmosphere suitable for group work and relationship building activities.

5.2.10 Delay in Selection and Recruitment of Suitable Staff:

Selected staff do not always meet the needs of the campus, because HOD's requesting the staff are not always available during recruitment which is done centrally and not at the campus where it was held previously. Recruitment processes are long drawn out, causing delays and extra workloads for remaining lecturers, until the recruit assumes duty. The biggest delays in the process are caused due to the requirements of the process itself. The request for lecturers has to first go for approval by senior management, who are often busy attending to other commitments or out of town attending meetings and are unable to sign off the approval for staff document. Once approval is eventually granted, the post has to be advertised and the unions must be informed of the interview dates at least one week before the interviews. A suitable panel has to be constituted, the panel has to be

notified, sifting and shortlisting has to take place and shortlisted candidates have to be informed to attend the interview. Successful candidates may then have to work for a stipulated notice period with the previous employer. Some staff who apply for internal posts are demotivated when someone else, less qualified than themselves gets it, to address equity. They feel that the chosen candidate was not chosen on merit, but by nepotism or affirmative action as was mentioned by participant C at Campus Two. This tends to further lower the morale of lecturers of some lecturers at the college.

Recommendation: A study of the selection and recruitment process of staff

A study should be conducted on ways to shorten the long drawn out process of selection and recruitment. The researcher's view is that if processes are standardised, it should accelerate the recruitment and selection process. For example, a standard panel could be set up for each of the various programmes, which should include the respective subject matter experts and heads of department. Electronic recruitment methods can decrease the time taken for candidates to be shortlisted, interviewed and placed timeously in their posts. Electronic applications, sifting and shortlisting would immediately reject applications that do not meet the minimum criteria for the post. Staff for all programmes could also be interviewed and stored on the human resources database, and could be drawn from there when requests are made for additional staff. The college could recruit staff who possess the required competencies needed by the college, staff that fit the culture of the sampled college and can be encouraged to implement best practices at the campuses.

5.2.11 Delay in Releasing of results by the DHET

This is something that emerged from the analysis of the primary data from the interviews. The usual late releasing of results by the DHET, when TVET colleges reopen, has a negative effect on the smooth operations of the college. For instance, any new learner can be put on a waiting list, to prevent over enrolment, until results are released, and the returning learners are given first preference. If there is a long delay, the new learners on

the waiting lists would eventually be enrolled at the college. This is done to abide by the DHET plan set for the colleges, which stipulates compulsory dates for classes to commence and the 1: 30 lecturer to learner ratio as established by the DHET. This has an effect on pass rates as learners with inferior passes at school are now admitted into the NCV programmes. Waiting for results of returning students to be released, which can take up to weeks, also delays the commencement of teaching. This places an extra workload on lecturers who have to complete the syllabus timeously, especially for the trimester classes, where only ten weeks are allocated for teaching and learning and final examinations to take place.

Recommendation: DHET to find ways to release results on time (new finding)

The Department of Higher Education and Training has to accept accountability for this delay in results being released and find ways to remedy this situation. We cannot afford to jeopardise the future of young South Africans any longer. Some learners are offered bursaries from industry, which are withdrawn as investigations into irregularities take a very long time, before the learners' results are released. The DHET must investigate ways to ensure that results are released before TVET colleges reopen, to prevent some of the challenges mentioned associated with late results' release.

5.2.12 Dress Code

This is also something that emerged from the analysis of the primary data from the interviews. Some lecturers come inappropriately dressed to college, and at times, it is hard to distinguish between lecturers and staff. From the findings, lecturers from both the campuses are of the view that corporate wear should be introduced, where all employees would be compelled to dress appropriately, and the lecturers and learners would then be easily identifiable. In the investigator's view, especially during violent protests where often staff are surrounded by learners, the security services have a difficult time differentiating between lecturers and learners and treat everyone as protesters.

Recommendation: Dress code or corporate wear

It is recommended that an investigation is conducted on a dress code suitable for the college, with a view of introducing corporate wear or appropriate dress codes for the college.

5.3 SUMMARY OF FINDINGS

In this final chapter, the findings of the data, relating to the aspects that affect lecturer morale were determined. The findings included the following:

- Most of the lecturers do not have a positive working relationship with management;
- Inadequate or outdated classroom equipment, lack of infrastructure and other resources especially on Campus 2, in the township, demotivated staff;
- Lack of recognition by management for outstanding work done by staff;
- Below market-related remuneration by the DHET. Overtime rates that were set by the senior management of the college at a standardised R170 per hour across all levels of staff including campus managers. The rate remained the same for more than five years without any increases when salaries of employees have increased annually, resulting in cases where the normal rates of certain employees are more than the overtime rates paid, and is also considerably lower than all other TVET Colleges;
- College policies and guidelines are not distributed and disseminated on campuses, leading to confusion among lecturers on campuses;
- Lack of promotion opportunities and permanent appointment of staff in vacant posts where lecturers act, in some cases for more than five years; and
- No feedback was given to staff after meetings, and lack of proper communication exists between staff and management.

The research has also found that aspects that contribute to low morale exceed those for high morale in the sampled college. Therefore, studying the results obtained from the data of the participants, it can be deduced that lecturers at the College are not content with the current working conditions and the senior management style of the college.

5.4 SUMMARY OF RECOMMENDATIONS FOR FURTHER RESEARCH, STUDIES OR INVESTIGATIONS

For future studies, the following should be looked into:

- The criteria for selecting lecturers for staff awards and the degree of transparency in choosing the candidates for these awards, so that the same standards are applied across all campuses: also small perks that may be introduced in recognition of excellent performance.
- Policies and guidelines on induction of new staff should be investigated, developed, and disseminated to all employees and campuses. An investigation of factors, which influence management's success, and induction approaches at the college, may assist in normalising this situation. Senior Management staff should prioritise the induction programme, in their staff development and performances plans, and introduce the necessary changes to suit the needs of new staff.
- For future research, it is recommended that substantive positions where lecturers are acting in management positions be further investigated and advertised so that lecturers do not have to act in a substantive posts for up to five years as was the case with participant U1 at Campus One.
- A study on feedback and communication at the college becomes one of the priorities of management, by ensuring that this takes place effectively and inspection visits are regularly carried out on campuses.
- It is recommended, that for future research, a new salary structure which is market-related, should be investigated and implemented in the TVET sector. Overtime rates should be standardised by the DHET, across all the colleges in the country, to prevent animosity among lecturers, and thereby enhance their morale.
- For the future, a study should be conducted on the formation of committees or fora where staff can be given an opportunity to voice their views on decisions taken by management which has a bearing on their morale and the lecturers.
- A study should be conducted on ways to shorten the long drawn out process of selection and recruitment.

- The DHET must investigate the means to ensure that results are released before TVET colleges reopen, to prevent some of the challenges mentioned associated with late resulting of learners.
- It is recommended that a study is conducted on a dress code suitable for the college, with a view of introducing corporate wear or appropriate attire for the college.

5.5 LIMITATIONS OF THIS RESEARCH

The main limitation of this research was that it was informed by lecturers from one TVET College in Newcastle, KwaZulu Natal only. The fact that the sampled campuses were in close proximity to the researcher, had an influence on selecting them to be sampled. Time, financial constraints and travelling distances also influenced the selection of these sites.

A further limitation was that the fifteen (15) participants in total, who participated in the two focus group interviews and three face to face interviews, were too few and represented the views of one college only. It is recommended that further research could use a quantitative approach which uses a bigger sample, of interviewees, and perhaps also include other TVET colleges, to get other holistic perspectives of this phenomenon.

5.6 CONCLUSION

Factors that influence lecturer morale and ways to enhance morale happened to be one of the most unique topics in many institutions of higher learning. Motivational factors, which included: work environment, promotion opportunities, professional development, safety and security, empowerment and authority played a central role in enhancing the morale of lecturers. The findings of this study also justified the importance of management staff to be aware of aspects that influence the morale of lecturers. The dispositions, attitudes, feelings and emotions of lecturers towards their job have a significant influence in determining their performance, productivity and behaviour. These, in turn, are linked to the success and throughput rates of the learners.

Studies on motivation suggest that through job enrichment, employees gain an intrinsic sense of satisfaction, growth and achievement. From this comes a type of personal growth, meaning, and accomplishment that have a lasting effect on the motivation and morale of employees. It enhances their performance with learners and is essential to achieve a suitable environment for training and lecturing to take place.

The results of this study and numerous recommendations, which also answered the main research question of finding strategies to enhance morale, confirmed that there are many areas at the college that require urgent interventions of senior management and the DHET, to improve the morale of staff at the sampled college. The college management and the DHET should, therefore, pay particular attention to the basic needs of lecturers and recommendations suggested by the researcher, to boost staff morale.

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APPENDIX 1

INTERVIEW GUIDE

A INTERVIEW QUESTIONS FOR PROGRAMME MANAGERS AND LECTURERS

1. HOW CAN STAFF MORALE BE ENHANCED AT A (TVET), IN NEWCASTLE, KWAZULU NATAL?

1.1 Explain your understanding of the College's current approach to enhancing lecturer morale within the college. In your opinion what can be done to enhance lecturer morale?

2. WHAT ARE YOUR EXPECTATIONS REGARDING STAFF MORALE AND COLLEGE CAMPUS WORKING ENVIRONMENTS AT A TVET?

2.1 In your opinion, does the current approach to enhancing morale at the college, motivate the lecturers, to strive towards the college's goals? What are your expectations regarding staff morale and college campus working environments at a TVET?

3. WHAT ARE SOME OF THE MAJOR CHALLENGES (NOT MENTIONED THUS FAR) THAT YOU KNOW OF OR HAVE EXPERIENCED WITH REGARDS TO THE CURRENT PRACTICES THAT HAMPER LECTURER MORALE?

3.1 Based on the above current practices involved, what would you recommend be done to enhance lecturer job satisfaction?

3.2 What are your feelings on the time it takes to recruit, select and place a new candidate in your faculty, for you to mentor and guide him/her?

4. What are your thoughts on issues of transparency, fairness, confidentiality and integrity with regards to your Campus Management Team? What can be done to improve the working relationships and morale at your campus?

General Comments: _____

APPENDIX 2

INTERVIEW TRANSCRIPTS

B: EXAMPLE OF FOCUS GROUP ONE INTERVIEW AT CAMPUS ONE

INTERVIEWER (I):

Good Day, if you look at the questions, we got here on the interview guide with related questions of the research, to be used for the focus group as well as the face to face interview. This is a focus group interview now; the face to face interview will be done later, but with the same questions.

If you agree to participate in the study, then you will sign the consent form. I am conducting this research to examine how lecturer morale can be enhanced at a Technical Vocational and Training College in Newcastle KZN?

I didn't mention the name of the college or the campus and also nobody's name will be mentioned and this is very confidential. You can speak freely and I will have to just transcribe it and everything is explained in the documents you have.

If you look at the questions, we got here on the interview guide with related questions of the research, to be used for the focus group as well as the face to face interview. This is a focus group interview now; the face to face interview will be done later, but with the same questions.

The first one: Explain your understanding of the college's current approach to enhancing lecturer morale within the college. In your opinion what can be done to enhance the lecturer morale?

I: Anybody want to answer that?

A1: Can I answer there?

I: You can talk and it will record, you are free to talk, anybody can.

D1: What do you mean about lecturer morale? Morals of lecturers?

I: Lecturer morale is; you see there is a perception at the college that the lecturers are not happy. We are looking at ways to improve the morale if we find that is so and we are looking at reasons why they are unhappy. Ok so we say; explain your understanding of the college's current approach of enhancing lecturer morale within the college. In your opinion what can be done to enhance the lecture morale?

A1: Can I just possibly start with a problem that I have identified over the years.

Coming from this type of field, without naming what companies it was, but I have been in this environment for many years, maybe 25 years plus and I am used in the environment in education and training, where management is part and parcel involved with the staff at action. Ok, and where they will come uninvited anytime to your shop, lecture rooms or class room and discuss problems with you, compliment if compliment is due and there was a very close interaction, when I talk about management I take it right up to, in this case, the current Rector. That I think is a big problems that we having currently, we on the ground floor, we working people that bring in the money for the employer/college and I consider my job as a first line training officer, it is a very important job because, I mean, that one cannot go with the other, we cannot say to Mr x, or the Trade Test Officer if we on ground level hasn't done our work properly. Its part of preparations, one hand washes the other and I feel at the moment, over and above the department further up, is that there is no real involvement with management in our day to day work.

I: Anybody else wants to answer anything there?

A1: Next thing I just want to say again, is comparing what we used do and what we do now, I got a big problem especially when I look at appointees; no pointing fingers or anything like that, there is a certain guidelines when you appoint training staff, especially in a Training Centre, and I so often find this guidelines are not adhered to. In typical things he/she has exposure in the trade. This type of training and education that we do here at the Training Centre is such that it needs to have on- hand plant experience in order to do your work properly, motivate your students of what they are letting themselves into and that is why the other people here they

must easily see at the course, in the course that start, you can identify people that are here only for the money and not for this ambition to have the career in the technical field. That is the problem we experience that breaks your morale because you get a good group, you can see this people scrutinising employment interviews is spot on and the material you can work with and you get the next group (goodness gracious) how they pass matric or grade 12 I do not know, that also thing I find in my personal capacity is bit demoralising

I: Let's move on to the next one, Question 2:

What are the expectations regarding staff morale and college campus working environment at a TVET College? In your opinion does the current approach to enhancing morale at the college motivate the lecturers, to strive towards the college goals? What are your expectation regarding staff moral and college campus working environment at TVET College?

Would you say that the college is doing enough about improving staff morale and working conditions at the campus? Anybody wants to answer?

B1: Basically Mr A has put everything in the nut shell there.

A1: Just to elaborate on what my colleague said, I feel like one hand does not know what the other hand does here; we are talking about the college campus goals, the college goals. I mean what the goal? Does anyone here know what the college goal is? Let bring it closer Training Centre what is our goal here?

D1: Reaching greater height together

A1: That on the logo; I hear you what you say, reaching greater height together but bring it right down, do we have in our department a goal? We are getting pumped here with student coming in every three weeks, I won't say it a sausage factory, but it resembles that very much you know, in and out, in and out. Again getting back to the first one, the department compliments that one but the goals we are reaching, they hardly ever visit us that is not right.

INTERVIEWER: Anyone else want to say something?

C1: In general when it comes to working conditions, you find no employee is satisfied in a working condition, they always want better and I think it will be difficult for the college to see, as to which will be the best working condition to provide for everyone for every employee in the organisation. So you find that when it comes to improving working conditions you get to a certain extent, it can be done, but I think it also left in certain individual with his working area to see his working condition is within good standard

I: Anybody else wants to say anything? Be free to talk this is confidential, what we talk here is confidential.

I: Let's go to Question three then:

What are some of the major challenges (not mentioned so far) that you know of or have experienced with regards to the current practices that hamper the lecturer morale? Based on the above current practices involved, what would you recommend to be done to enhance lecturer morale? What are your feelings on the time it takes to recruit, select and place a new candidate in your faculty, for you to mentor and guide him/her? Would you speculate that this has impact on the operations of the organisation (teaching and learning), putting extra load on the lecturers until the new candidate is able to cope on his/her own?

A1: That is a touchy subject, I am telling you. I think I have mentioned that with couple of people in the past, especially bringing a new recruit in, I mean two recently recruited staff members, I must compliment them they are doing very well but again you know I sometimes feel people are just pushed in into business and they must stop. Years ago when I started as a training officer, we had a booklet, induction booklet that was a continuous process to work through, I suggested this many years, so when a new person comes and receives this booklets. Step one in that booklet is when he is taken around and that I believe Mr X has done, and then from there he gets introduced to all the paper work that needs to be done all the systems in is place, it a structured planned process that you work through. Eventually you get like a flow chart a map, development map, where you can sign off each of these things and by the way in that introduction, you were taken right up in to company that was in charge of this place, to the management level there who introduces them as well. That how close this organisation was and then from there you follow the flow chart and you could see where you going to with the new recruit or training officer in my case ok, I feel it very random you get called on the Monday or Friday or Thursday telling you that Monday you got to be there for facilitators course something like that it all short notices that courses staff, getting back to that this people did courses now, they represent them here, could this courses be represented locally. They got a course running but they have to attend this as well, all those little things do break morale at the end of the day, don't have to quote me there

I: Please feel free to talk

A1: I am always a moaner that why this happens. Sorry X

I: Please, please say something about the recruitment do you think it is done right?

U1: Regarding recruitment the biggest problem lies in HR, I am not saying that they do not do their work; they more reactive than proactive. All these issues should be sorted out on top, coming down. We are trying to sort HR issues, I needed these two people more than a year ago, and I have to wait and motivate and explain, and by the time they came, that's one of the

reasons induction won't work, I need personnel I need people, so it's right what they say, so that is from HR and senior management or whoever.

B1: Another thing that is important as well, was Mr U has been in an acting position, for how long now? How long now Mr U1?

U1: 5 years

B1: 5 years. To me he should have been appointed out long time ago, that my feeling. I mean what's the problem? Why he keeps on in acting position, it's so late. From what we hear from other people, these positions are there, appoint the guy, get him appointed make him more positive and that breaks person morale.

A1: That is under us and I mean we never get an opportunity to get higher than ranking officers, around the table, where we can address these questions, we never get that opportunity.

U1: This is also, initially said, the Rector came over in his first appointment, he addressed the people and he said he will come back, and he never came back. People were waiting for him, in fact they felt good when he addressed for the first time, but then again, it was a come and go session.

I: In other words there is not much support from Central Office.

A1: I can tell you when the support comes here is when they are big dos like artisan of the decade, and all this big function of which we are the show- boat here, than we are there. C1: And meals are provided?

B1: Yes, that's optional extras

C1: If meals were not provided than generally nobody will come.

U1: We like to see this people more often; I would like to see my own manager come walking through the buildings, and if my place is not in order, come and talk to me, say come, come, this place does not do well. But you find that staff got a laissez faire attitude because present manager does not even come and walk through here, not for inspection, but to see: is this ship still going in the right direction? You know, captain that is in charge of the ship, he must inspect the whole ship, he knows what going on in the whole ship; our Captain does not know it.

D1: Maybe he knows what's going on, that's why you don't see him coming, he is happy, that's the other side of it.

B1: Just give you advice, you know M, he just written a letter last week to management, I suggest you get that letter; I will make a copy for you if you want me too. Exactly there are guys

who are not appointed into position, there are positions which are already there, but no one has been appointed to that positions.

I: It will help me toward this study, once the study is done, because remember, there will be no names mentioned; this I am only taping it for my purpose and am going to transcribe it, no name, and nothing will be mentioned. You free to talk, you unhappy about anything, you can talk about it because at the end of the day, once the research is approved and complete, copies may be given to the Rector and senior management, so that they can see what are problems, at ground level, so that's the reason I am telling you this, please talk, what you need to say alright.

I: What are your thoughts on issues of transparency, fairness, confidentiality and integrity with regards to your Campus Management Team? What can be done to improve the working relationships and morale at your campus? This relates to the management of the college or the campus.

A1: We always refer this to the old days, B1 will agree with me, the beginning of each course, we used to get students here in the class and explain to them what the courses are all about. Beginning of each course, what the courses all about? Are there any questions? Is there anything that you like to discuss? That is very important. I think is a part of the team, but that I don't see happening at all. No teamwork.

I: You feel like there's no support from management even if maybe from Central office.

A1: I can I tell you, a little story which excited me, beginning of the year am involved with a National Blood Services with a very 56 days clinics here, I think it was the first clinic this year. The first person that walks in there sat down to donate his pint of blood was our manager, and I was so thrilled to see him also taking part in this programme. But after that he never came back. I was so excited about all this because it was great, the first time the manager actually came and sat down to give his blood. What I am trying to see is more involvement.

I: You feel like he was setting an example?

A1: Exactly and me like a little star/golden star so what I am trying to say more involvement in general that is the type of thing I would like to see.

I: You would like see more interacting?

A1: It doesn't mean they have to come here and donate blood; there are a couple of people here that able to donate blood. If I started again, at the age of 60 and lot of people can still donate.

I: let see what L there has to say?

L : I just recently joined the campus, so I don't know that much, the support that I am getting, it's been good, since from day one coming from the plant to teach it's difficult because you don't know how to address students, you scared even to look them in the eyes.

A1: She was my student

L: The way they help me.

I: You got lot of support

L: A lot especially going to a programme like facilitator, assessor; just made it clear of what they were telling me; just to see that they were not steering me in the wrong direction. Everything they tell me to do in the classes is just exactly the same as what I was taught in this college. I am grateful, for these types of things.

I: Anybody else?

E1: Did we answer the question of transparency, fairness, confidentiality and Integrity?

I: Yes

E1: With regards to your Campus Management Team?

I: Yes, you can say something?

E1: I mean, do we have to answer anything there, we said a lot now, our thoughts on transparency, fairness, confidentiality and integrity

I: Do you think everything done at this campus, is done transparency, fairly?

A1: No lot of things we do not know about, it just happens and then we happen to see, I do not know, you are upfront more often than you know, there is a new person that started looking for parking, I don't know this guy from a bar of soap, the security person gave him space to park there, I don't know if it was a new staff member, nothing you know. That's the kind of thing that happens here, is busy now currently with (*I can't get the name*), I have asked around do you know Narisec learners? Do you know there are students who are coming to the Training Centre and (lecturers) said no. That is what I mean by transparency, if one is upfront they engage in conversation with the staff. In Admin more often probably, you will hear things and they know more than I do. Maintenance staff knows more than I do.

I: In other words you saying maybe there is a communication problem?

A1: Yes, definitely maybe there is a communication problem, maybe I am just sitting in a box I don't know

E1: For me communication is the big factor that can have the company run productive, when communication is bad, can't function well.

I: You don't know, you hear maybe in the passage about what's happening? You don't know for sure. What I am saying is, maybe if central office is sending any information to the campus, are you all getting it.?

i: Do you get a scenario maybe where, Central office says: We need something, when they phone in the morning and say: we just need this in a few hours' time?

U1: On the floor level, like last week Friday, they say I am going to Johannesburg to have training, Thursday afternoon they call me to tell I can't go; When did you get this message? I have to do something else. Central wants us to do monitoring.

I: That affects your morale

U1: Communication, then you gets to an argument of (I must go or shouldn't go). Everything should be done timelessly

A1: I must compliment the HOD in this department, he does come time to time this other things and yes we do moan grumble and I must admit also we get the job done, we do you know, so things do not get delayed here

E1: I also get recommended for that

I: How do you feel about the salary?

A1: This is a touchy subject; we still waiting for the OSD, I will not chase my blood pressure.

U1: On the salary they must consider or reconsider, the Training Centre has lecturers, this people got dual qualification, and there are qualified Artisans and lecturer. The part of me being the Artisans is overlooked and time and time again this have to be improved because the training is practical but you also got theory. The evidence is NCV you can see what going on.

I: And the working condition?

U1: I think from my side, we working half hours and on Friday we leave at 13:30 working hours are good the working conditions are fine, except, the concern is, as staff it lowers the morale, It been years now they trying for a uniform or a dress code, and for some or other reason they keep on forgetting or there is no money for it

E1: Other campuses got uniforms, you see them coming to visit here they got T-shirt and Jackets

I: You don't get any protective clothing here?

A1: You see other campuses walking their jacket, t-shirt on; here do not have, look at us we all dress differently.

U1: all the staff wears differently, but it will be so nice and professional, if we wear the same thing. We need corporate wear. It easy to identify the staff from learners.

They say it is a flagship college. When it came to the needs of the staff, then we are not a flagship college.

E1: coming back to the salary part, it always a touchy subject, but to give to whoever want us to know about this a clear comparison. in 2008 I started at Arcelor Mittal as an Electrician, and if I take and break down on my salary from my pay slip and I break it from basic to whatever they are giving you, the basic salary that I am earning now in 2016 is what I earned in 2009 as an artisan, so it put me seven years back, I know that the Training facility is not the same as educational, if I compared from where I was in 2009, before I come here, Outside companies are picking up, and not sure what was the salary in 2009, I don't think is half then what they are earning now.

I: You mean the salary is not market-related?

A1: No

E1: like I said am earning now what I earned 7 years back.

A1: You lose a lot of people, good staff and they go to work in other places.

B1: Another thing there's a lot of people who are going on pension now, and what quality of Training Officers will get to replace them, because he is going to leave the plant to come and train here, for half the salary.

E1: That is the biggest problem you sitting with the people that you need, you need a guy with a special trade, if you look at the training divisions, you need a guy that is an expert on CNC machine, and knows everything about it, from every code that you can enter up to everything you can do but if you put that guy outside in the big Engineering company, he going to earn three time his salary because it is a special trade, if you put him here, he is going to earn three times less he won't come.

A1: They don't recognise the expertise within the trade. Riggers and Welders are sometimes talked down on. There is no trade here in the Training Centre that is below trades of the other levels, all are experts in their jobs and I believe all the people here, should be experts.

I: It is not market-related, the salaries are far less, that lowers the person's morale as well, and if you are qualified you supposed to be earning what you are qualified for. Anything else you want to say?

B1: We can go on all day

I: Talk, I need inputs

I: OK Thank you then for your time.

C: EXAMPLE OF FACE TO FACE INTERVIEW - PROGRAMME MANAGER (PM 2B)

(I) represents interviewer)

PM 2 B – PROGRAMME MANAGER B FROM CAMPUS TWO.

PROGRAMME MANAGER (PM 2B): FACE TO FACE INTERVIEW

I: Good morning, thanks for availing yourself for this interview as part of the management. I need this for my Master's Degree, as I told you earlier, you read the other forms and the concern form and you signed it. Let's start with this interview guide, with the related questions of the research.

How can staff morale be enhanced at the TVET College in Newcastle? Explain your understanding of the college campus current approach in enhancing lecturer morale within the college? In your opinion what can be done to enhance the lecturer morale?

Mr. M: If you look at this one, in the first question it is based on the college as the whole. First of all the morale of staff are down based on certain issues like being in the acting position for too long, morale is down, so other staff they do not take them serious, they can't continue their work and then number two: unfairness treatment of all the campuses, like in Newcastle we got campuses in the town and also in the township, If you look at that one, those campuses in the town, they got everything to support their staff, but if you look at the campuses in township, got nothing. So that is the issue we can pick up in terms of morale of our staff.

I: What are your expectations regards staff morale at college campus working environment in TVET; in your opinion does the current approach to enhancing lecture morale at the college; motivate the lecturers, to strive toward the college's goals? What are your expectations regarding staff morale and college campus working environment at the TVET College? Would you say the college is doing enough about improving staff morale and working conditions at the campus?

Mr. M: Ok, if you look at the campus, specifically at the campus, another issue that the morale of the staff. It's like hiring the temporary staff, takes too long from HR to Central office is also delaying process. So that's why our classes start late. Another one if you look at the staff room like I say, they are not treating the campuses equally. You look at the staff like in the township; they don't have a staff room. Our staff rooms are just nothing like them, so staff is using their cars to prepare the college work and do their lunch that is another issue to look at. Another one furniture, If you look at the classroom they have no furniture, if you look at the other campuses they got furniture, like data projector, support structure, access to internet but , but working in the some college, that another big issue that is demotivating our staff. Other factors is safety of the staff, if you notice when we got a strike, so during the strike learners sometime lock staff inside, so their safety is also compromised. We need to look at that one, during the injuries how can we protect our staff

I: What are some of the major challenges not mentioned thus far that you know of or have experience with regards to current practices that hamper lecturer morale? Based on the above current practices, what will you recommend be done to enhance the lecture morale? What are your feelings on the time it takes to recruit, select and place the new candidate in your faculty, for you to mentor and guide him/her? Would you speculate that this has an impact in the operation of the organisation on teaching and learning, putting extra load on lectures, until that new candidate is able cope on his/her own?

I: .like other issues, If you look at overtime sometimes give them overtime, but now if you compare to other colleges that another issue. Currently there are almost 5 to 6 years there are on R170 but now it around R350 that another discrepancy that we have to look at that one. Also salary but that one is for Department of Higher Education, in terms of salary if you compare to basic education, we got that issue. And then if we go to what we can do to boost our morale, if we can have team building that can help lots, so maybe central office needs to budget for that one for our staff morale. At the beginning of the year, let's start team building, so that we can highlight everything, communication line will be clear, than set up goals for the staff to do same year. Also senior management need to visit site, so that they know what is exactly is happening. Currently what we can say they do not know what is happening on site, even to compare what is there on the other sites. Those are the big issues that we need to improve on. communication from central office to other the campuses need to be clear communication lines, Sometimes what happens, in terms of performance sometimes we delay everything so that affects our teaching and learning, so that why communication is very important. For the recruitment or selecting of learners, the delaying of result has the impact because now we need to wait for those types of students to get result, so that we can recruit new learners, by the time we do that one it will be too late and so we take everyone and affect our pass rate, we must be on time, and our result must be on time

I: From DHET?

Mr. M: From DHET

I: What are your thoughts on issues of transparency, fairness, confidentiality and integrity with regards to your Campus Management Team? What can be done to improve the working relationship and morale at the campus?

Mr. M: So like this one I think we need to have more communication with staff from management and also post level one and post level 2, so that we can set up goals with them all together, so that one boost the morale, communication if the communication is right than everything, the relationship will be good. Transparency, in terms of budget and everything they need to be aware and involve how to draft the budget, operation of the budget and control the budget, the more they get involved in the managing of the college everything will be fine.

I: Closing, the general comment, anything else to say?

Mr. M: So we need a clear communication line from campus and central office, so that everything can run smoothly. Central office they must be aware that they are supporting campuses, it looks like it a vice versa, all campuses are supporting central office, actually it supposed to be vice versa. They must know that they are here for teaching and learning, sometimes when we need something, they must know we need it for teaching and learning, they must understand that one.

I: Thank you very much for your time; I really appreciate you availing yourself for the interview. Mr. M: Alright thank you

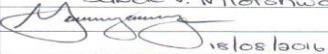
APPENDIX 3 : APPLICATION FOR PERMISSION – HEAD OF INSTITUTION

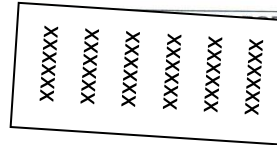
COLLEGE STAMP REMOVED FOR ETHICAL REASONS

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF INSTITUTION

Please tick relevant decision and provide conditions/reasons where applicable		Please tick relevant option
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below.</i>	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below.</i>	<input type="checkbox"/>
NAME AND SURNAME: Sande J. Mlotshwa		
SIGNATURE: 		
DATE: 18/05/2016		

**E. PARTICIPANT INFORMATION SHEET (To be used as letter for consent and assent)**

November 17, 2016

Enhancing lecturing staff morale at a Technical and Vocational Education and Training College in Newcastle, KwaZulu- Natal.

Dear Prospective Participant

My name is Satish Harilal Rampersadh and I am doing research with Prof. V.T. Zengele, a professor, in the Department of Department of Educational Leadership and Management towards an M Ed in Education Management at the University of South Africa. We are inviting you to participate in a study entitled Enhancing lecturing staff morale at a Technical and Vocational Education and Training College in Newcastle, KwaZulu Natal.

What is the purpose of the study?

I am conducting this research to examine what influences staff morale at a Technical and Vocational Education and Training College in Newcastle, KwaZulu Natal, and strive to find key strategies to enhance morale and improve the college campus working environment.

Why am i being invited to participate?

Any lecturer, male or female, who has taught for at least five years, is approached to participate in the focus group interviews. This is done so that each of the faculties on these campuses has inputs, which are backed by many years of personal experience into the discussions

What is the nature of my participation in this study?

Describe the participant's actual role in the study.

The study involves focus group, semi-structured interviews. The interview will gather the data pertaining to this study and will take approximately 30 minutes of your time.

Can i withdraw from this study even after having agreed to participate?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

What are the potential benefits of taking part in this study?

It is envisaged that the study is going to add to the available body of knowledge on the perception of lecturers on staff morale. The study may yield strategies for improved strategies in enhancing morale.

Are there any negative consequences for me if I participate in the research project?

Participation is completely voluntary and all information provided will be kept confidential. There are no known risks to participate in this research and you will not be identified in any section in this research. Please make any additional comments on any aspect during the interview.

Will the information that i convey to the researcher and my identity be kept confidential?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code number or a pseudonym and you

will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

How will the researcher(s) protect the security of data?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked filing cabinet at his home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. If necessary to destroy the data, hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

Will i receive payment or any incentives for participating in this study?

No, there will be no payments.

Has the study received ethics approval?

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

How will I be informed of the findings/results of the research?

If you would like to be informed of the final research findings, please contact Satish Harilal Rampersadh on 0836539483. The findings are accessible after June 2017. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Satish Harilal Rampersadh on 0836539483 or satishharilal@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor V.T Zengele at Tel: +2712 429 4889 Email: tzengele@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

SH Rampersadh

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the <insert specific data collection method>.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (Please print)

Participant Signature.....Date.....

Researcher's Name & Surname..... (Please print)

Researcher's signature.....Date.....

F:ETHICAL CLEARANCE+



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

19 October 2016

Ref : 2016/10/19/39962652/10/MC
 Student: Mr SH Rampersadh
 Staff Number : 39962652

Dear Mr Rampersadh

Decision: Ethics Approval

Researcher: Mr SH Rampersadh
 Tel: +2734 329 1182
 Email: satishharilal@gmail.com

Supervisor: Prof. VT Zengele
 College of Education
 Department of Educational Leadership and Management
 Tel: +2712 429 4889
 Email: tzengele@unisa.ac.za

Proposal: Enhancing lecturing staff morale at a Technical and Vocational Education and Training College in Newcastle, KwaZulu Natal

Qualification: M Ed in Education Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 19 October 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
 - 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*
- An amended application could be requested if there are substantial changes from the*



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F: ETHICAL CLEARANCE - CONTINUED

existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

Note:

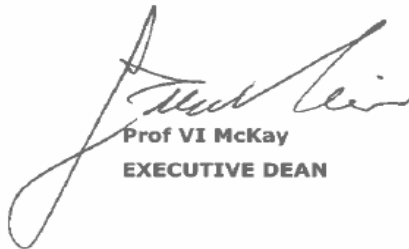
*The reference number **2016/10/19/39962652/10/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
EXECUTIVE DEAN

G. EDITOR'S DECLARATION

ZENEDIT

Professional Services

5 Gwai Place; 10 Kudu Heights
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0081
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Cell: 076 103 4817

09 April 2021

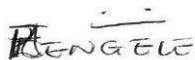
DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Master of Education Dissertation entitled

ENHANCING LECTURING STAFF MORALE AT A TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE IN NEWCASTLE KWA-ZULU NATAL by Mr SH Rampersadh.

My involvement was restricted to language editing, proofreading, sentence structure, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per agreement with the client. No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. I edited the manuscript before and after the examination after minor corrections were recommended only on page 4 with six minor referencing errors for consistency which were all rectified. The client is responsible for the quality and accuracy of the final submission.

Sincerely,



Pholile Zengele

Associate Member, Professional Editors Guild

Professional
EDITORS 
Group